

QoN No	PDR No	Senator	Hansard Date	Hansard Sequence No	Outcome	Subject	Question Text
ED0387_15	SQ14-002458	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	3.1 Commonwealth Grant Scheme	Can you outline the funding profile, over the forward estimates, for the 20 percent reduction in Commonwealth Grant Scheme on existing Table A providers (universities)?
ED0388_15	SQ14-002463	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Commonwealth Grants Scheme to additional Higher Education providers	Can you outline the funding profile, over the forward estimates, the extension of the Commonwealth Grants Scheme to additional Higher Education providers (exclusive of the demand driven system to sub bachelor courses)?
ED0389_15	SQ14-002466	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Demand driven system to sub bachelor courses	Can you outline the funding profile, over the forward estimates, for extension of the demand driven system to sub bachelor courses for existing Table A providers (universities)?
ED0390_15	SQ14-002470	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	fee deregulation	Has the Department done any work or provided any advice on proposals for fee deregulation of medical places? If advice has been offered, what was the date that advice was offered?
ED0391_15	SQ14-002473	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Student Data	Is the Department able to provide data on: (a) the number of students studying medicine per institution (b) the number of low SES students studying medicine per institution (by all measures) (c) the number of regional and remote students studying medicine per institution (by all measures) (d) the number of students from a non english speaking background studying medicine (e) the number of students with a disability studying medicine (f) the number of indigenous students studying medicine If so please provide the figures, and divide by degree level (sub bachelor, bachelor, postgraduate by coursework, postgraduate by research). Provide both place and raw numbers
ED0392_15	SQ14-002477	Carr, Kim	written	written	Cross Portfolio	Contracts	For the following contract numbers please provide (a) A detailed description of the purpose of the contract (b) The value of the contract (c) Who the contract was awarded to (d) How the winner was selected (e) If there was more than one bidder, how many bidders were there (f) When did the contract commence and cease (g) What the output/outcome of the contract was and (h) if the output/outcome was a report, please provide the report: CN2273351 CN2284871 CN2330901 CN2330921 CN2330941 CN2340502 CN2395981 CN2446641 CN2446691 CN2510651 CN2562471 CN2566911 CN2573171 CN2626351
ED0393_15	SQ14-002480	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Government's budget measures on groups or sub groups of universities	Has the department produced any assessment, analysis or modelling over the effect of the Government's budget measures on groups or sub groups of universities?
ED0394_15	SQ14-002481	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Higher Education Threshold Standards	Under the Higher Education Threshold Standards universities are required to publish "information about all charges, conditions, refunds, and costs involved in studying with the higher education provider, including course-specific costs and tuition assurance arrangements." Will providers be required to also publish details of Commonwealth scholarships available on offer? What level of information about scholarships will providers be required to make publically available or report to the Government?

ED0395_15	SQ14-002483	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	students studying science	Is the Department able to provide data on: (a) the number of students studying science per institution? (b) the number of low SES students studying science per institution (by all measures)? (c) the number of regional and remote students studying science per institution (by all measures)? (d) the number of students from a non english speaking background studying science per institution? (e) the number of students with a disability studying science per institution? (f) the number of indigenous students studying science per institution? If so, please provide the figures, and divide by degree level (sub bachelor, bachelor, postgraduate by coursework, postgraduate by research). Provide both place and raw numbers"
ED0396_15	SQ14-002485	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	students studying engineering	Is the Department able to provide data on: (a) the number of students studying engineering per institution? (b) the number of low SES students studying engineering per institution (by all measures)? (c) the number of regional and remote students studying engineering per institution (by all measures)? (d) the number of students from a non english speaking background studying engineering per institution? (e) the number of students with a disability studying engineering per institution? (f) the number of indigenous students studying engineering per institution? If so, please provide the figures, and divide by degree level (sub bachelor, bachelor, postgraduate by coursework, postgraduate by research). Provide both place and raw numbers
ED0397_15	SQ14-002486	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Earnings: Engineering, ICT and Science Technician	1. How much more will a Engineering, ICT and Science Technician with a Certificate III or IV qualification earn than a school teacher over a working lifetime? 2. How much more will a Engineering, ICT and Science Technician with a Certificate III or IV qualification earn than a nurse over a working lifetime?
ED0398_15	SQ14-002487	Carr, Kim	written	written	Agency - Australian Research Council (ARC)	ARC - indexation	In relation to indexation and the answer to QON ED0035_15, (a) why does the savings indicated in the table escalate so quickly over the three year period (b) Why does the ARC actually receive more in the first year with the new arrangements?
ED0399_15	SQ14-002489	Carr, Kim	written	written	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA - Low SES students	Can you provide figures for number of Low SES students by institution registered by TEQSA?
ED0400_15	SQ14-002490	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	TEQSA DATA	Is TEQSA able to provide data on: (a) the number of students per institution registered by TEQSA? (b) the number of low SES students studying per institution registered by TEQSA(by all measures)? (c) the number of regional and remote students studying per institution registered by TEQSA(by all measures)? (d) the number of students from a non english speaking background studying per institution registered by TEQSA? (e) the number of students with a disability studying per institution registered by TEQSA? (f) the number of indigenous students studying per institution registered by TEQSA? If so please provide the figures, and divide by degree level (sub bachelor, bachelor, postgraduate by coursework, postgraduate by research)
ED0401_15	SQ14-002491	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Earnings: Electrotechnology and Telecommunications Trade worker	1. How much more will a Electrotechnology and Telecommunications Trade worker with a Certificate III or IV qualification earn than a non-graduate over a working lifetime? 2. How much more will a Electrotechnology and Telecommunications Trade worker with a Certificate III or IV qualification earn than a graduate over a working lifetime? 3. How much more will a Electrotechnology and Telecommunications Trade worker with a Certificate III or IV qualification earn than a school teacher over a working lifetime? 4. How much more will a Electrotechnology and Telecommunications Trade worker with a Certificate III or IV qualification earn than a nurse over a working lifetime?

ED0402_15	SQ14-002492	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	administered spending	Is Parliamentary approval required for changes in administered spending for: (a) ATSIHEAC (b) National Disability Coordination Officer (c) VET FEE-HELP Redesign (d) Quality Indictaors for Teaching and Learning
ED0403_15	SQ14-002493	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Higher Education Support Act 2003	Is parliamentary approval required for the Minister to choose to spend less than the maximum specified by the Higher Education Support Act 2003 on the: (a) Disability Support Programme (b) Diversity and Structural Reform (c) Higher Education Participation Program (d) National Institutes (e) Promotion of Excellence in Learning and Teaching in Higher Education (f) Quality Initiatives
ED0404_15	SQ14-002494	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	3.5 Investment in Higher Education Research	Is parliamentary approval required for the Minister to choose to spend less than the maximum specified by the Higher Education Support Act 2003 on the: (a) Collaborative Research Infrastructure Scheme (b) International Post Graduate Research (c) Joint Research Engagement Programme (d) Research Infrastructure Block Grants (e) Research Training (f) Sustainable Research Excellence (g) Australian Post Graduate Awards
ED0405_15	SQ14-002495	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Earnings: person with Cert III or IV compared to graduate/non-graduate	1. How much more will a person with a Certificate III or IV earn than a non-graduate over a working lifetime? 2. How much more will a person with a Certificate III or IV earn than a graduate over a working lifetime?
ED0406_15	SQ14-002496	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	VET FEE HELP	In regards to VET FEE HELP can you please provide by year the (a) number of students accessing the scheme (b) Expenditure and (c) Amount repaid by providers by financial and calander year since the scheme was instituted?
ED0407_15	SQ14-002497	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	VET FEE-HELP -the number of providers accessing the scheme by calendar year	In regards to VET FEE-HELP please outline the number of providers accessing the scheme by calendar year since the scheme was instituted?
ED0408_15	SQ14-002498	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Earnings: Engineering, ICT and Science Technician	1. How much more will a Engineering, ICT and Science Technician with a Certificate III or IV qualification earn than a non-graduate over a working lifetime? 2. How much more will a Engineering, ICT and Science Technician with a Certificate III or IV qualification earn than a graduate over a working lifetime?
ED0409_15	SQ14-002499	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Higher Education Loan Program	Media reports, such as A Current Affair on 15 October 2014, claim that some RTOs are providing Cert III and Cert IV qualifications in areas such as mechanics with as little as a half an hour of "study " when other quality courses require 1200 hours of study. These shonky courses can cost tens of thousands of dollars and students are accessing VET FEE-HELP and coming out with an effectively useless qualification. What is the Government doing to ensure that VET FEE-HELP funds are only being utilised for quality training?
ED0410_15	SQ14-002500	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Commonwealth Scholarship Scheme	Evidence to the Senate Legislation Committee inquiry into the Higher Education and Research Reform Bill 2014 was offered that the plan was to release guidelines for the Commonwealth Scholarship Scheme by June 2015. (a) Will these be draft guidelines or final guidelines? (b) Has a consultation plan been prepared? (c) Who do you plan to consult on the detail of the guidelines? (d) Will there be an approval process for each Provider's scheme? If not how will you ensure that each provider complies with the guidelines? (e) Will students have any rights of appeal to the Department or another Commonwealth instrumentality if they are denied access to a Commonwealth Scholarship by an provider?"

ED0411_15	SQ14-002501	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	overpayment of VET FEE-HELP	In recent media reports (John Ross' Australian article 8 Oct and ABC Radio reports in October) regarding overpayment of VET FEE-HELP, unscrupulous recruiters misrepresenting RTOs and other irregularities, can the Department explain the process for RTOs to claim VET FEE-HELP and how does the Department ensure the integrity of the system, in particular to address the issues raised in these reports?
ED0412_15	SQ14-002502	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	breakdowns of VET FEE-HELP utilisation figures	Can the Department provide the following breakdowns of VET FEE-HELP utilisation figures: (a) By private or public status of provider. (b) By course industry sector and by course level. (c) By completion and failure rates of students by RTO (both private and public), course industry sector and course level. (d) A breakdown of average debt levels of students at RTO (both private and public), course industry sector and course level.
ED0413_15	SQ14-002503	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Quality, Deregulation and Information Working Group	What was the expenditure on the Quality, Deregulation and Information Working Group established following the budget? Please include travel, catering, and accommodation amongst the itemised expenditure items.
ED0414_15	SQ14-002504	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	VET FEE-HELP loans	What consumer protections are in place for students who sign up to VET FEE-HELP loans for their course? How is this checked and enforced? In particular relating to: (a) advising students of upcoming census dates in order to ensure that VET FEE-HELP is not being misused? (b) advising students of the debt levels and course costs they are incurring? (c) assessing prospective students with respect to their ability to undertake a course of study in order to access VET FEE-HELP?
ED0415_15	SQ14-002505	Carr, Kim	written	written	Cross Portfolio	Media	Does your Department receive daily media clippings from iSentia or another news service? How much does the Department spend on accessing media clippings and other media services? How many media or communications staff does the Department employ?
ED0416_15	SQ14-002507	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Legislation and Financing Working Group	What was the expenditure on the Legislation and Financing Working Group established following the budget? Please include travel, catering, and accommodation amongst the itemised expenditure items.
ED0417_15	SQ14-002508	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	HECS-HELP (relating to ED00_36_15)	In reference to ED0036_15, when we leave the "budget deficit environment" will you still be borrowing to provide students with HECS-HELP? Or will it be provided out of general revenue?
ED0418_15	SQ14-002509	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Number of students paying upfront	Can the Department provide figures on how many students pay upfront per year? Please provide figures for each calendar year from 1990 where available.
ED0419_15	SQ14-002510	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Commonwealth Supported Places	In regards to Commonwealth Supported Places currently offered by TAFE institutions for Higher Education degrees, what saving will the government achieve by (a) imposing a 20 per cent cut and (b) being funded at 70 per cent the university rate?
ED0420_15	SQ14-002511	Carr, Kim	written	written	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA - Moderate/High Risk providers	How does TEQSA define (a) moderate and (b) high risk providers?
ED0421_15	SQ14-002225	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Child Care services - above median price	How many children are currently accessing ECEC services above the median price of \$7.53 per hour?
ED0422_15	SQ14-002226	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Family day care - self assessment tool	How many enquiries has the department received from Family Day Care Services that have attempted to use the self-assessment tool? Is the tool designed to discourage services from applying for the funding next year or is the department expecting or encouraging all services to re-apply?
ED0423_15	SQ14-002227	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Nannies	Can the department provide the following data: (a) How many nannies are employed in Australian households? (b) How many employees work outside 6am to 6pm Monday to Friday either with no partner, or with a partner who also works outside of those hours?
ED0424_15	SQ14-002229	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Nannies - cost estimation	Please describe in detail what work has been done to estimate the cost of including nannies as an approved form of care in child care subsidies, and what work has been done on the cost of regulating nannies.

ED0425_15	SQ14-002232	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	TAFE Fee Waivers - impact on early childhood workforce	I refer to answer to Question on Notice ED0246_15, where the department seems to indicate that there has been no discussion with the state and territory governments about the continuation of the National Partnership on TAFE Fee Waivers prior to the budget and that none of the states expressed the desire for the NP to continue. (a) Is this correct? (b) Since the decision was made by the Government not to raise this with the states and territories, has the department received any feedback from the sector or from other jurisdictions about the impact on the early childhood workforce of not continuing this agreement?
ED0426_15	SQ14-002235	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	HECS-HELP - early childhood students	I refer to answer to Question on Notice ED0247_15, where the department indicated that the HECS-HELP benefit program was scrapped because the take-up was low. Of course, it is a savings measure for the government. Can the department provide the numbers people per annum studying to become early childhood teachers that applied for HECS-HELP and the total numbers of students per annum studying to become early childhood teachers for the duration of the program?
ED0427_15	SQ14-002239	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Long Day Care Professional Development Program - reporting	The Department of Education fact sheet explains that providers are required to account for expenditure under the Long Day Care Professional Development Program (LDCPDP) through progress reports. (a) How often are reports required? (b) When are the first reports due? (c) How will the department be making these public? (d) Will the government table these reports or provide them to the committee once received?
ED0428_15	SQ14-002241	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	National Occasional Care Program Agreement	On 25 September 2014, the Government announced that a funding offer would be made to the governments of Queensland, Tasmania, South Australia, Victoria and Western Australia, as part of the \$12.6 million National Occasional Care Program Agreement (NOC). (a) Have all of these governments agreed to fund 45% of the program? (b) Why did the Northern Territory, New South Wales and the ACT not accept the offer of funding? (c) What are the conditions attached to the funding, other than needing to match it with 45% of funds? (d) Were family day care services considered to provide the occasional care, rather than proceeding with changes to the Community Support Program that will result in around 80% of family day care services losing their funding
ED0429_15	SQ14-002245	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Ministerial Advisory Council for Child Care and Early Learning	I note that the Assistant Minister has formed a Ministerial Advisory Council for Child Care and Early Learning. (a) What is the budget for the operation of the Council? (b) Are meeting fees and travelling expenses paid? (c) What are the accountability mechanisms?
ED0430_15	SQ14-002272	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Family day care services - educators	The department has provided a list of family day care services on its website. Can the department provide a list of the numbers of educators supported by each of those services?
ED0431_15	SQ14-002206	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Child Care Benefit (CCB) recipients	Can the department provide the percentage of Child Care Benefit (CCB) recipients receiving the maximum rate and partial rate of CCB over the last five years?
ED0432_15	SQ14-002207	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Special Child Care Benefit	Can the department provide the latest data on the number of families and number of children that have received Special Child Care Benefit? Can you provide that breakdown by state and territory and by electorate?

ED0433_15	SQ14-002208	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Inclusion and Professional Support Program	I refer to the answer to question on notice No. ED0099_14, where the department advises that for the "Inclusion and Professional Support Program (IPSP), in 2012-13 around \$51 million was spent subsidising the cost of additional educators in centre based services and as capacity payments for home based services to facilitate the inclusion of children with ongoing high support needs, including those with disability. Additionally, around \$31 million was spent on delivering practical supports to build capacity in child care and early learning services to include children with additional needs. " What is the Inclusion and Professional Support Program budget for 2014-15 and the forward estimates?
ED0434_15	SQ14-002209	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Inclusion and Professional Support Program - streamlined program delivery	I refer to Page 83 of Budget Paper 2, where the second dot point states that \$12 million over two years will be saved by streamlining program delivery of the Inclusion and Professional Support Program. The answer to Question on Notice ED0102_15 refers the committee to page 83 of Budget paper 2 but this does not explain what "streamlining " means. \$12 million means a lot to services that provide support for children with extra needs. (a) Please explain in detail how these savings will be made and provide a list of which services will be impacted. (b) Please also explain how you plan to consult with services about these changes.
ED0435_15	SQ14-002210	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Inclusion and Professional Support Program - evaluation	I refer to the answer to question on notice No. ED0099_14, where the department states that "An evaluation to measure the effectiveness of IPSP, and identify the extent to which the program objectives are being achieved, is scheduled for the 2014-15 financial year". (a) Has the department commenced the evaluation of the Inclusion and Professional Support Program? (b) When will the report be made public?
ED0436_15	SQ14-002213	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	National Partnership on Universal Access - participation targets	I refer to page 42 of Budget Paper 3, which indicates that no funding was allocated to extend the National Partnership on universal access to early childhood education but that an undisclosed sum was set aside in the Contingency Reserve subject to negotiations with the States. (a) Will the extended partnership agreement include a requirement for the states and territories to set new participation or attendance targets? (b) How will the department ensure that \$406 million federal funding for universal access to preschool will be sufficient to reach the participation or attendance targets?
ED0437_15	SQ14-002214	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Funding agreements	[Inclusion and Professional Support Program (IPSP)] Did any government funding agreements with non-government organisations expire since the last election or expire on 30 June this year or are due to expire shortly? Were any of these agreements renewed? Please provide a list of the organisations that did not have funding extended and a list of the organisations that did have funding extended or renewed or had new funding agreements.
ED0438_15	SQ14-002216	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Preschool funding	The Assistant Minister's media release about the provision of the \$406 billion for universal access to preschool states: Ms Ley said today's announcement was "first and foremost " about giving parents and preschools certainty for the 2015 calendar year. {Hon Sussan Ley MP, 5 September 2014} Given there is still no details of which states and territories have accepted the Government's conditions for this funding, when will the details of the funding finally be made public?
ED0439_15	SQ14-002217	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Preschool policy work	The Assistant Minister's media release states that "other policy work likely to inform the Government on future preschool policy decisions included the Federation White Paper and the review of the National Quality Framework ". {Hon Sussan Ley MP, 5 September 2014} Can the department explain how these bodies of work will progress, who will be involved and what is the likely timeline for public reporting?

ED0440_15	SQ14-002218	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Children in child care - increase	Page 37 of PBS has revised 2013-14 budget figures of 1,436,000 children using approved child care places. The latest Child Care and Early Learning in Summary calculates that 1,120,880 children were in child care in the December quarter 2013. (a) Can you explain why there was such a large increase in reported numbers of children in approved care in the last two years and the rationale for the modelling of the next two years? (b) Is it a modelling issue or a real issue?
ED0441_15	SQ14-002219	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Community Support Program - new guidelines	I refer to the new guidelines for funding the Community Support Program starting next financial year, as detailed on Page 81 of Budget Paper 2. (a) Why wasn't there any consultation with the family day care sector prior to the changes in guidelines being announced? (b) Will a service receiving CSP funding become instantly ineligible if another service sets up in same region? (c) How often will the index of relative socio economic disadvantage be re-assessed? (d) How often will the self-assessment tool be updated? (e) How long will the CSP funding contracts be for?
ED0442_15	SQ14-002220	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Child Care Benefit (CCB) - number of eligible families	(a) Can the department provide the number of children and families that are currently only eligible for 24 hours of CCB? Please provide these figures nationally and by state and electorate also. (b) Can the department also provide a breakdown of those with a parent working some hours and those with a parent not working at all? Please provide these figures nationally and by state and electorate also.
ED0443_15	SQ14-002221	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Child Care Rebate (CCR) - Productivity Commission activity test	What would the figures be - nationally and by state and by electorate - for children and families currently receiving CCR that would fail the PC's recommended activity test (as per PC technical paper-based on DEEWR administration data, page 29)? If possible please provide a breakdown of those with a parent working some hours and those with a parent not working at all.
ED0444_15	SQ14-002222	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Child care services - fees	How many child care services charge over \$140 per day?
ED0445_15	SQ14-002282	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Family day care services - eligibility for CSP funding	Based on the department's data: (a) How many city-based Family Day Care Services does the department anticipate will be eligible to retain their CSP funding from 2015 and approximately how many will be ineligible and lose their funding? (b) How many rural and regional Family Day Care Services does the department anticipate will be eligible for CSP funding and how many are likely to be ineligible?
ED0446_15	SQ14-002286	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Family day care - self assessment tool consultation	On its website, the Department of Education says it has worked with sector peak bodies to develop tools that will assist services to undertake a preliminary self-assessment of possible eligibility for Operational Support funding. (a) Which peak bodies were consulted and when? (b) Has the department been genuinely consulting with Family Day Care Australia in the design of this tool and to understand the impact of these changes on services and families?
ED0447_15	SQ14-002289	Lines, Sue	written	written	Outcome 1 - Early Childhood Education and Care	Outside School Hours Care services	Can the department provide: (a) the number of schools currently offering Outside School Hours Care on school grounds (including schools that outsource service but provide it on school grounds)? Can you provide that by state and territory? (b) the number of Outside School Hours Care services that are provided off school grounds? Can you provide that by state and territory? (c) What programs and initiatives are in place to increase OSHC places?

ED0448_15	SQ14-002302	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Building Lease Costs	<p>Since Budget Estimates in June, 2014:</p> <p>1. What has been the total cost of building leases for the agency / department?</p> <p>2. Please provide a detailed list of each building that is currently leased. Please detail by:</p> <p>a) Date the lease agreement is active from.</p> <p>b) Date the lease agreement ends.</p> <p>c) Is the lease expected to be renewed? If not, why not?</p> <p>d) Location of the building (City and state).</p> <p>e) Cost of the lease.</p> <p>f) Why the building is necessary for the operations of the agency / department.</p> <p>3. Please provide a detailed list of each building that had a lease that was not renewed during the specified period. Please detail by:</p> <p>a) Date from which the lease agreement was active.</p> <p>b) Date the lease agreement ended.</p> <p>c) Why was the lease not renewed?</p> <p>d) Location of the building (City and state).</p> <p>e) Cost of the lease.</p> <p>f) Why the building was necessary for the operations of the agency / department.</p> <p>4. Please provide a detailed list of each building that is expected to be leased in the next 12 months. Please detail by:</p> <p>a) Date the lease agreement is expected to become active.</p> <p>b) Date the lease agreement is expected to end.</p> <p>c) Expected location of the building (City and state).</p> <p>d) Expected cost of the lease. i. Has this cost been allocated into the budget?</p> <p>e) Why the building is necessary for the operations of the agency / department.</p> <p>5. For each building owned or leased by the department:</p> <p>a) What is the current occupancy rate for the building?</p> <p>b) If the rate is less than 100%, detail what the remaining being used for.</p>
ED0449_15	SQ14-002313	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Government advertising	<p>Since Budget Estimates in June, 2014:</p> <p>1. How much has been spent on government advertising (including job ads)?</p> <p>a) List each item of expenditure and cost</p> <p>b) List the approving officer for each item</p> <p>c) Detail the outlets that were paid for the advertising</p> <p>2. What government advertising is planned for the rest of the financial year?</p> <p>a) List the total expected cost</p> <p>b) List each item of expenditure and cost</p> <p>c) List the approving officer for each item</p> <p>d) Detail the outlets that have been or will be paid for the advertising</p>
ED0450_15	SQ14-002325	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Workplace assessments	<p>Since Budget Estimates in June, 2014:</p> <p>1. How much has been spent on workplace ergonomic assessments?</p> <p>a) List each item of expenditure and cost</p> <p>2. Have any assessments, not related to an existing disability, resulted in changes to workplace equipment or set up?</p> <p>3. If so, list each item of expenditure and cost related to those changes</p>
ED0451_15	SQ14-002329	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Ministerial Website	<p>Since Budget Estimates in June, 2014:</p> <p>1. How much has been spent on the Minister's website?</p> <p>a) List each item of expenditure and cost</p> <p>2. Who is responsible for uploading information to the Minister's website?</p> <p>3. Have any departmental staff been required to work outside regular hours to maintain the Minister's website? Please detail.</p>

ED0452_15	SQ14-002332	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Ministerial staff turnover	<p>1.List the current staffing allocation for each Minister and Parliamentary Secretary</p> <p>2.For each Minister or Parliamentary Secretary list the number of staff recruited, broken down by their staffing classification</p> <p>3.For each Minister or Parliamentary Secretary list the number of staff that have resigned, broken down by their staffing classification</p> <p>4.For each Minister or Parliamentary Secretary list the number of staff that have been terminated, broken down by their staffing classification</p> <p>5.For each Ministerial staff position, please provide a table of how many individual people have been engaged against each position since the swearing in of the Abbott Government, broken down by employing member and the dates of their employment</p>
ED0453_15	SQ14-002338	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Multiple tenders	<p>Since Budget Estimates in June, 2014:</p> <p>List any tenders that were re-issued or issued multiple times:</p> <p>1.Why were they re-issued or issued multiple times?</p> <p>2.Were any applicants received for the tenders before they were re-issued or repeatedly issued?</p> <p>3.Were those applicants asked to resubmit their tender proposal?</p>
ED0454_15	SQ14-002345	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Lobbyist Register Meetings	<p>Since Budget Estimates in June, 2014:</p> <p>1.List all interactions between the department/agency with any representative listed on the lobbyist register</p> <p>2.List the participants in the meeting, the topic of the discussion, who arranged or requested the meeting, the location of the meeting</p> <p>3.List all interactions between the Minister/parliamentary Secretary and/or their offices with any representative listed on the lobbyist register during the specified period. List the participants in the meeting, the topic of the discussion, who arranged or requested the meeting, the location of the meeting</p>
ED0455_15	SQ14-002349	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Non-Conventional Therapies	<p>Since 7 Septmeber 2013:</p> <p>1.Are non-conventional therapies, for staff or ministerial use, able to be provided by the department/agency? (Including, but not limited to: Music Therapy, Hypnosis, Acupuncture, Chiropractic, Homeopathy, Naturopathy, etc) If yes:</p> <p>a)What is the process by which these therapies can be approved?</p> <p>b)Who are they available to?</p> <p>c)Please detail the reasons the therapies able to be provided (e.g. Work Place Agreement, recommended by a report to the department, etc)?</p> <p>2. Has the department/agency paid for any non-conventional therapy for any Minister or staff? If yes:</p> <p>a)What therapies have been provided?</p> <p>b)What were they used to treat?</p> <p>c)What was the cost of the therapy?</p>
ED0456_15	SQ14-002351	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Departmental Upgrades	<p>Since Budget Estimates in June, 2014:</p> <p>Has the department/agency engaged in any new refurbishments, upgrades or changes to their building or facilities?</p> <p>1.If so, list these</p> <p>2.If so, list the total cost for these changes</p> <p>3.If so, list the itemised cost for each item of expenditure</p> <p>4.If so, who conducted the works?</p> <p>5.If so, list the process for identifying who would conduct these works</p> <p>6.If so, when are the works expected to be completed?</p>
ED0457_15	SQ14-002352	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Office Plants	<p>Since Budget Estimates in June, 2014:</p> <p>Has the department/agency purchased or leased any office plants?</p> <p>1.If so, list these</p> <p>2.If so, list the total cost for these items</p> <p>3.If so, list the itemised cost for each item of expenditure</p> <p>4.If so, where were these purchased</p> <p>5.If so, list the process for identifying how they would be purchased</p> <p>6.If so, what is the current location for these items?</p>

ED0458_15	SQ14-002353	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Office recreation facilities	Since Budget Estimates in June, 2014: Has the department/agency purchased or leased or constructed any office recreation facilities, activities or games (including but not limited to pool tables, table tennis tables or others)? 1.If so, list these 2.If so, list the total cost for these items 3.If so, list the itemised cost for each item of expenditure 4.If so, where were these purchased 5.If so, list the process for identifying how they would be purchased 6.If so, what is the current location for these items? 7.If so, what is the current usage for each of these items?
ED0459_15	SQ14-002354	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Vending machines	Since Budget Estimates in June, 2014: Has the department/agency purchased or leased or taken under contract any vending machine facilities? 1.If so, list these 2.If so, list the total cost for these items 3.If so, list the itemised cost for each item of expenditure 4.If so, where were these purchased 5.If so, list the process for identifying how they would be purchased 6.If so, what is the current location for these items? 7.If so, what is the current usage for each of these items?
ED0460_15	SQ14-002355	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Computers	1.List the current inventory of computers owned, leased, stored, or able to be accessed by the Ministers office as provided by the department, listing the equipment cost and location and employment classification of the staff member that is allocated the equipment, or if the equipment is currently not being used 2.List the current inventory of computers owned, leased, stored, or able to be accessed by the department, listing the equipment cost and location 3.Please detail the operating systems used by the departments computers, the contractual arrangements for operating software and the on-going costs
ED0461_15	SQ14-002356	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Legal Costs	Since Budget Estimates in June, 2014: 1.List all legal costs incurred by the department or agency 2.List the total cost for these items, broken down by source of legal advice, hours retained or taken to prepare the advice and the level of counsel used in preparing the advice, whether the advice was internal or external 3.List cost spend briefing Counsel, broken down by hours spent briefing, whether it was direct or indirect briefing, the gender ratio of Counsel, how each Counsel was engaged (departmental, ministerial) 4.How was each piece of advice procured? Detail the method of identifying legal advice
ED0462_15	SQ14-002357	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Appointments	Since Budget Estimates in June, 2014: 1.Please detail any board appointments made from to date. 2.What is the gender ratio on each board and across the portfolio? 3.Has the department instigated of changed its gender ratio target and/or any other policy intended to increase the participation rate of women on boards? If yes, please specify what the target and policy is for each board. 4.Please specify when these gender ratio or participation policies were changed.
ED0463_15	SQ14-002358	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Enterprise Bargaining Agreements (EBAs)	1.Please list all related EBAs with coverage of the department. 2.Please list their starting and expiration dates. 3.What is the current status of negotiations for the next agreement/s? Please detail.

ED0464_15	SQ14-002359	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Staff Transfers	<p>1.How many people does your department employ?</p> <p>2.What is the number of staff employed in each state and Territory as at 30 June 2013, and what is their age, gender and classification level?</p> <p>3.What is the number of staff currently employed in each state and territory, and what is their age, gender and classification level?</p> <p>4.What functions have been transferred between transferred from one state or territory to another since the federal election in 2013?</p> <p>5.Can you please provide details by function of the, number of staff employed, the age, gender and classification of staff employed in the function that was transferred, where it was based prior to the transfer and where it was transferred to?</p> <p>6.with co</p> <p>7.How many of these people are employed in Canberra?</p> <p>8.How many people did your department employ in Canberra immediately prior to the 2013 federal election?</p> <p>9.How many employees have been transferred out of Canberra since the 2013</p> <p>10.How many of your employees have been transferred to Canberra since the 2013 federal election?</p> <p>11.For all employees transferred to or from Canberra since the 2013 federal election, please provide their age.</p> <p>12.For all employees transferred to or from Canberra since the 2013 federal election, please provide their wage. Please provide the figure for before their transfer and after their transfer.</p> <p>13.For all employees transferred to or from Canberra since the 2013 federal election, please provide their gender.</p> <p>14.For all employees transferred to or from Canberra since the 2013 federal election, please provide the area of the department they worked in. Please provide this detail for before their transfer and after their transfer.</p> <p>15. For all employees transferred to or from Canberra since the 2013 federal election, please provide a description of their position. Please provide this detail for before their transfer and after their</p>
ED0465_15	SQ14-002360	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Redundancies	<p>1.How may positions have been made redundant in your department since the 2013 federal election?</p> <p>a)How many of these positions were ongoing?</p> <p>b)How many of these positions were non-ongoing?</p> <p>c)How many of these positions were situated in the Australian Capital Territory?</p> <p>2.How many of the employees filling these redundant positions were redeployed since the 2013 federal election?</p> <p>a)How many of these employees were ongoing?</p> <p>b)How many of these employees were non-ongoing?</p> <p>c)How many of these employees were situated in the Australian Capital Territory?</p> <p>3.How many of these employees were offered voluntary redundancies since the 2013 federal election?</p> <p>a)How many of these employees were ongoing?</p> <p>b)How many of these employees were non-ongoing?</p> <p>c)How many of these employees were situated in the Australian Capital Territory?</p> <p>4.How many accepted voluntary redundancies since the 2013 federal election?</p> <p>a)How many of these employees were ongoing?</p> <p>b)How many of these employees were non-ongoing?</p> <p>c)How many of these employees were situated in the Australian Capital Territory?</p> <p>5.How many employees were offered the choice between a voluntary redundancy and redeployment since the 2013 federal election?</p> <p>a)How many of these employees were ongoing?</p> <p>b)How many of these employees were non-ongoing?</p> <p>c)How many of these employees were situated in the Australian Capital Territory?</p> <p>6.For all employees who accepted voluntary redundancies since the 2013 federal election please:</p> <p>a)Provide a dollar figure of their pay out, their age, gender and a description of their position including APS level, contract type (non-ongoing versus ongoing), responsibilities and where they were</p>

ED0466_15	SQ14-002361	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Hiring	<p>1.How many people are employed in your department on non-ongoing contracts?</p> <p>2.How many people are employed in your department on ongoing contracts?</p> <p>3.How many non-ongoing contracts has your department extended since the 2013 federal election?</p> <p>4. How many non-ongoing contract extensions did your department submit the Public Service Commission for approval?</p> <p>5.How many of these extensions were approved by the Public Service Commission?</p> <p>a)For every approved extension please provide the following details: the employee's age, gender, wage, APS level, a description of their job, their length of continuous employment by the APS, the length of approved extension, the reasons why the extensions was submitted and the reasons why the extension was approved by the Public Service Commission, as well as all relevant dates.</p> <p>6.How many of these extensions were rejected by the Public Service Commission?</p> <p>a)For every rejected extension please provide the following details: the employee's age, gender, wage, APS level, a description of their job, their length of continuous employment by the APS, the length of extension sought by the department, the reasons why the extensions was submitted and the reasons why the extension was rejected by the Public Service Commission, as well as all relevant dates.</p> <p>7.How many non-ongoing contracts have been extended by your department without the Public Service Comission's approval?</p> <p>a)For every unapproved extension please provide the following details: the employee's age, gender, wage, APS level, a description of their job, their length of continuous employment by the APS, the length of the unapproved extension, the reasons why the extension was granted, whether the extension was submitted to the Public Service Commission for approval, and the reasons why the extension was granted without the approval of the Public Service Commission, as well as all relevant dates.</p> <p>8.How many non-ongoing contracts have expired without extension since the 2013 federal election?</p> <p>a)For every expired non-ongoing contract please provide the following details: the employee's age, gender, wage, APS level, a description of their job, their length of continuous employment by the APS,</p>
ED0467_15	SQ14-002362	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Existing Resources Program	<p>Since Budget Estimates in June, 2014:</p> <p>1.How many projects, work, programs or other tasks has the department started as a consequence of government policies or priorities that are required to be funded 'within existing resources'?</p> <p>2. List each</p> <p>3. List the staffing assigned to each task</p> <p>4. What is the nominal total salary cost of the officers assigned to the project?</p> <p>5. What resources or equipment has been assigned to the project?</p>

ED0468_15	SQ14-002363	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Conditions of Government Contracts and Agreements	<p>1.Do any contracts managed by the Department/Agency contain any limitations or restrictions on advocacy or criticising Government policy? If so, please name each contact. When was it formed or created?</p> <p>2.What are the specific clauses and/or sections which state this, or in effect, create a limitation or restriction?</p> <p>3.Do any agreements managed by the Department/Agency contain any limitations on restrictions on advocacy or criticisms of Government policy? If so, please name each agreement. When was it formed or created?</p> <p>4.What are the specific clauses and/or sections which state this, or in effect, create a limitation or restriction?</p> <p>5.For each of the contracts and agreements, are there any particular reason, such as genuine commercial in confidence information, for this restriction?</p> <p>6.Have any changes to financial or resource support to services which advocate on behalf of groups or individuals in Australian society been made? If so, which groups? What was the change?</p> <p>7.Has any consultation occurred between the Department/Agency and any individuals and/or community groups about these changes? If so, what consultation process was used? Was it public? If not, why not? Are public submissions available on a website?</p> <p>8.If no consultation has occurred, why not?</p> <p>9.Did the Minister/Parliamentary Secretary meet with any stakeholders about changes to advocacy in their contracts and/or agreements? If so, when? Who did he/she meet with?</p>
ED0469_15	SQ14-002364	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Market Research	<p>Since Budget Estimates in June, 2014: List any market research conducted by the department/agency:</p> <p>1.List the total cost of this research</p> <p>2.List each item of expenditure and cost, broken down by division and program</p> <p>3.Who conducted the research?</p> <p>4.How were they identified?</p> <p>5.Where was the research conducted?</p> <p>6.In what way was the research conducted?</p> <p>7.Were focus groups, round tables or other forms of research tools used?</p> <p>8.How were participants for these focus groups et al selected?</p> <p>9.How was the firm or individual that conducted the review selected?</p> <p>10.What input did the Minister have?</p> <p>11.How was it approved?</p> <p>12.Were other firms or individuals considered? If yes, please detail.</p>
ED0470_15	SQ14-002365	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Prequalified, Multi-use list tenders	<p>1.Does the Department/Agency have existing prequalified or multi-use list panels for tenders?</p> <p>2.Please list all Prequalified or Multi-use list panels, and the firms on them, compiled or used by the department/agency?</p> <p>3.Do any of your EL or higher staff have interest- financial or otherwise - in any of the firms on your panels?</p> <p>4.Do any Ministerial staff have directorships in any of the firms on your panels?</p> <p>5.Do any Ministerial staff have interest- financial or otherwise in any of the firms on your panel?</p> <p>6.Have the minister or ministerial staff made representations concerning the panels?</p> <p>7.Is Australian Public Affairs on any of your panels?</p>

ED0471_15	SQ14-002366	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Provision of equipment - ministerial	<p>Since Budget Estimates in June, 2014:</p> <p>1.For departments/agencies that provide mobile phones to Ministers and/or Parliamentary Secretaries and/or their offices, what type of mobile phone has been provided and the costs?</p> <p>a)Itemise equipment and cost broken down by staff or minister classification</p> <p>2.Has electronic equipment (such as ipad, laptop, wireless card, vasco token, blackberry, mobile phone (list type if relevant), thumb drive, video cameras) been provided by the department/agency? If yes provide a list of:</p> <p>3.What is provided?</p> <p>4.The purchase cost.</p> <p>5.The ongoing cost.</p> <p>6.A list of any accessories provided for the equipment and the cost of those accessories. (e.g. iPad keyboards, laptop carry bags, additional chargers etc).</p> <p>7.A breakdown of what staff and staff classification receives each item.</p>
ED0472_15	SQ14-002367	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Freedom of Information	<p>The following questions relate to requests made pursuant to the Freedom of Information Act (the Act):</p> <p>Consultations with other Departments, Agencies and the Minister</p> <p>1.Other than for the purpose of discussing a transfer under section 16 of the Act, does the Department consult or inform other Departments or Agencies when it receives Freedom of Information requests?</p> <p>2.If so, for each instance provide a table setting out the following information:</p> <p>a)The Department or Agency which was consulted;</p> <p>b)The document;</p> <p>c)The purpose of the consultation;</p> <p>d)Whether an extension of time was sought from the applicant to allow time for the consultation, including whether it was granted and the length of the extension;</p> <p>e)Whether an extension of time was sought from the Information Commissioner to allow time for the consultation, including whether it was granted and the length of the extension</p> <p>3. Other than for the purposes of discussing a transfer under section 16 of the Act, has the Department consulted or informed the Minister's office about Freedom of Information requests it has received?</p> <p>4. If yes, provide a table setting out the following information:</p> <p>a)The requests with respect to which the Minister or Ministerial office was consulted;</p> <p>b)The Minister or Ministerial office which was consulted;</p> <p>c)The purpose of the consultation;</p> <p>d)Whether an extension of time was sought from the applicant to allow time for the consultation, including whether it was granted and the length of the extension;</p>
ED0473_15	SQ14-002368	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: FOI Staffing resources	<p>The following questions relate to requests made pursuant to the Freedom of Information Act (the Act):</p> <p>For the period of time from 18 September 2013, what was the average FTE is allocated to processing FOI requests?</p>

ED0474_15	SQ14-002369	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: FOI Disclosure Log	<p>The following questions relate to requests made pursuant to the Freedom of Information Act (the Act):</p> <p>1. For the purposes of meeting its obligations under 11C of the Act, does the Department or Agency:</p> <p>a) Maintain a webpage allowing download of documents released under section 11A (direct download)?</p> <p>b) Require individuals to contact the Department or Agency to ask for the provision of those documents (request for provision)?</p> <p>c) Facilitate to those documents in a different manner (if so, specify).</p> <p>2. If the Department or Agency has moved from a system of meetings its 11C obligations by direct download, to a system of meeting those obligations by request for provision, provide the following information:</p> <p>a) The dates for which documents were made available for direct download, and the dates for which documents were made available through request for provision;</p> <p>b) The total number of direct downloads of documents released under 11A the Departmental or Agency website;</p> <p>c) The total number of requests for provision to documents that had been directly received, and how many had been processed by [date]?</p> <p>d) What was the average FTE allocated to monitoring incoming email, collating and forwarding documents providing under a request for provision? i. What was the approximate cost for salaries for the FTE staff allocated to this task?</p> <p>3. Has the Department or Agency charged any for access to a document under section 11C(4)?</p> <p>4. If so, please provide the following information in a table:</p> <p>a) On how many occasions charges have been imposed;</p>
ED0475_15	SQ14-002370	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: FOI requests	<p>With respect to FOI requests:</p> <p>1. How many documents were assessed (at internal review or - if internal review was not requested - by the original decision maker) as conditionally exempt?</p> <p>2. Of those, how many were:</p> <p>a) Released in full</p> <p>b) Released in part</p> <p>c) Refused access on the grounds that release of the document would be contrary to the public interest</p> <p>d) Other (please specify)</p>
ED0476_15	SQ14-002371	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Functions	<p>Since Budget Estimates in June, 2014:</p> <p>1. Provide a list of all formal functions or forms of hospitality conducted for the Minister . Include:</p> <p>1. The guest list of each function</p> <p>2. The party or individual who initiated the request for the function</p> <p>3. The menu, program or list of proceedings of the function</p> <p>4. A list of drinks consumed at the function</p> <p>2. Provide a list of the current wine, beer or other alcoholic beverages in stock or on order in the Minister's office. Breakdown by item, quantity and cost.</p>

ED0477_15	SQ14-002372	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Red tape reduction	<p>1. Please detail what structures, officials, offices, units, taskforce or other processes has the department dedicated to meeting the government's red tape reduction targets?</p> <p>a) What is the progress of that red tape reduction target</p> <p>2. How many officers have been placed in those units and at what level?</p> <p>3. How have they been recruited?</p> <p>4. What process was used for their appointment?</p> <p>5. What is the total cost of this unit?</p> <p>6. What is the estimated total salary cost of the officers assigned to the unit.</p> <p>7. Do members of the unit have access to cabinet documents?</p> <p>8. Please list the security classification and date the classification was issued for each officer, broken down by APS or SES level, in the red tape reduction unit or similar body.</p> <p>9. What is the formal name given to this unit/taskforce/team/workgroup or agency within the department?</p>
ED0478_15	SQ14-002373	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Land costs	<p>1. How much land (if any) does the Department or agencies or authorities or Government corporation within each portfolio own or lease?</p> <p>2. Please list by each individual land holding, the size of the piece of land, the location of that piece of land and the latest valuation of that piece of land, where that land is owned or leased by the Department, or agency or authority or Government Corporation within that portfolio? (In regards to this question please ignore land upon which Australian Defence force bases are located. Non Defence Force base land is to be included)</p> <p>3. List the current assets, items or purse (buildings, facilities or other) on the land identified above.</p> <p>a. What is the current occupancy level and occupant of the items identified in (3)?</p> <p>b. What is the value of the items identified in (3)?</p> <p>c. What contractual or other arrangements are in place for the items identified in (3)?</p> <p>4. How many buildings (if any) does the Department or agencies or authorities or Government Corporation within each portfolio own or lease?</p> <p>5. Please list by each building owned, its name, the size of the building in terms of square metres, the location of that of that building and the latest valuation of that building, where that building is owned by the Department, or agency or authority or Government corporation within that portfolio? (In regards to this question please ignore buildings that are situated on Australian Defence force bases. Non Defence Force base buildings are to be included).</p> <p>6. In regards to any building identified in Q4, please also detail, the occupancy rate as expressed as a percentage of the building size. If occupancy is identified as less than 100%, for what is the remaining space used?</p>

ED0479_15	SQ14-002374	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Ministerial staff code	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1. Have there been any identified breaches of the Ministerial Staff Code of Conduct by the Minister, their office or the department? <ol style="list-style-type: none"> a) If so, list the breaches identified, broken by staffing classification level b) If so, what remedy was put in place to manage the breach? If no remedy has been put in place, why not? c) If so, when was the breach identified? By whom? When was the Minister made aware? 2. Can the Minister confirm that all ministerial and electorate officers in their office comply fully with the ministerial staff code of conduct? <ol style="list-style-type: none"> a) If not, how many staff don't comply, broken down by classification level? b) How long have they worked for the Minister? 3. Can you confirm they all complied with the code on the date of their employment? <ol style="list-style-type: none"> a) If not, on what date did they comply? 4. Can you confirm that all disclosures as required by the code were made to the government staffing committee? <ol style="list-style-type: none"> a) If so, on what date were those disclosures made? 5. By position title list the date each staff member was approved by government staff committee 6. Can you confirm all staff have divested themselves of any and all relevant shares as of the date of their appointment 7. Can you list by number if any staff have been granted exception by the SMOS to remain a director of a company as allowed by the Ministerial Staff Code of Conduct, break down by position level
ED0480_15	SQ14-002375	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Boards (for Departments or agencies with boards)	<p>Since Budget Estimates in June, 2014 for each board in the portfolio or agencies:</p> <ol style="list-style-type: none"> 1. how often has each board met, break down by board name; 2. what travel expenses have been incurred; 3. what has been the average attendance at board meetings; 4. List each member's attendance at meetings; 5. how does the board deal with conflict of interest; 6. what conflicts of interest have been registered; 7. what remuneration has been provided to board members; 8. how does the board dismiss board members who do not meet attendance standards? 9. Have any requests been made to ministers to dismiss board members? 10. Please list board members who have attended less than 51% of meetings 11. what have been the catering costs for the board meetings held during this period? Please break down the cost list.
ED0481_15	SQ14-002376	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Shared resources following MOG changes	<ol style="list-style-type: none"> 1. Following the Machinery of Government changes does the department share any goods/services/accommodation with other departments? 2. What resources/services does the department share with other departments; are there plans to cease sharing the sharing of these resources/services? 3. What were the costs to the department prior to the Machinery of Government changes for these shared resources? What are the estimated costs after the ceasing of shared resource arrangements?

ED0482_15	SQ14-002377	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Departmental Rebranding	<p>Has the department/Agency undergone a name change or any other form of rebranding since Additional Estimates in February, 2014? If so:</p> <p>a. Please detail why this name change / rebrand were considered necessary and a justified use of departmental funds? i. Please provide a copy of any reports that were commissioned to study the benefits and costs associated with the rebranding.</p> <p>b. Please provide the total cost associated with this rebrand and then break down by amount spent replacing:</p> <p>i. Signage.</p> <p>ii. Stationery (please include details of existing stationery and how it was disposed of).</p> <p>iii. Logos</p> <p>iv. Consultancy</p> <p>v. Any relevant IT changes.</p> <p>vi. Office reconfiguration.</p> <p>c. How was the decision reached to rename and/or rebrand the department?</p> <p>i. Who was involved in reaching this decision? ii. Please provide a copy of any communication (including but not limited to emails, letters, memos, notes etc) from within the department, or between the department and the government regarding the rename/rebranding.</p>
ED0483_15	SQ14-002378	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Credit cards	<p>Since Budget Estimates in June, 2014:</p> <p>1. Provide a breakdown of any changes to employment classifications that have access to a corporate credit card.</p> <p>2. Have there been any changes to action taken in the event that the corporate credit card is misused?</p> <p>3. Have there been any changes to how corporate credit card use is monitored?</p> <p>4. Have any instances of corporate credit card misuse have been discovered during the specified period? If so:</p> <p>5. Please list staff classification and what the misuse was, and the action taken.</p> <p>6. Have there been any changes to what action is taken to prevent corporate credit card misuse?</p> <p>7. How many credit cards available to the Minister or their office? If so, please list by classification. Have there been any misuse of credit cards by the Minister or their office? Has any action been taken against the Minister or their office for credit card misuse? If so, list each occurrence, including the cost of the misuse.</p>
ED0484_15	SQ14-002223	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: graduate intake	<p>1. What was the graduate intake for 2012-2013?</p> <p>2. What was the graduate intake for 2013-2014?</p> <p>3. What is the graduate intake for 2014-2015?</p> <p>4. What will be the graduate intake for 2015-2016?</p>

ED0485_15	SQ14-002224	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: G20 - expenses	<p>Please provide an itemised table of all expenses incurred by the department since September 7, 2013 associated with official G20 and related working group, taskforce, roundtable, Sherpa meetings, workshop and study groups) events, including but not limited to hospitality, accommodation, transport, recreation, merchandise, meals/drinks, catering, security.</p> <p>For each item, please provide:</p> <ol style="list-style-type: none"> 1.The name of the event/meeting that the expense related to. 2.The location of the event. 3.The date of the event. 4.The name and ABN of the service provider. 5.Advise whether the contract was awarded through an open tender process. 6.The total value of the contract/invoice. 7.The date the contract was executed by the Department. 8.The number of attendees at the event, if applicable. 9.Advise whether an Australian Government Minister was in attendance. Please detail. 10.Advise whether foreign delegates were in attendance. Please detail. <p>Advise whether the contract/expenditure was approved by the Prime Minister's Office, and if so the date that approval was sought and granted.</p>
ED0486_15	SQ14-002215	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies:Reviews	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1.How many new reviews (defined as review, inter-departmental group, inquiry, internal review or similar activity) have been commenced? Please list them including: <ol style="list-style-type: none"> a)the date they were ordered b)the date they commenced c)the minister responsible d)the department responsible e)the nature of the review f)their terms of reference g)the scope of the review h)Who is conducting the review i)the number of officers, and their classification level, involved in conducting the review j)the expected report date k)the budgeted, projected or expected costs l)If the report will be tabled in parliament or made public 2.For any review commenced or ordered since Budget Estimates in June, 2014, have any external people, companies or contractors being engaged to assist or conduct the review? <ol style="list-style-type: none"> a)If so, please list them, including their name and/or trading name/s and any known alias or other trading names b)If so, please list their managing director and the board of directors or equivalent c)If yes, for each is the cost associated with their involvement, including a break down for each cost item d)If yes, for each, what is the nature of their involvement e)If yes, for each, are they on the lobbyist register, provide details. f)If yes, for each, what contact has the Minister or their office had with them g)If yes, for each, who selected them h)If yes, for each, did the minister or their office have any involvement in selecting them,
ED0487_15	SQ14-002212	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Commissioned reports	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1. How many reports (including paid external advice) have been commissioned by the Minister, department or agency? <ol style="list-style-type: none"> a. Please provide details of each report including date commissioned, date report handed to Government, date of public release, Terms of Reference and Committee members. 2. How much did each report cost/or is estimated to cost? How many departmental or external staff were involved in each report and at what level? 3. What is the current status of each report? When is the Government intending to respond to these reports?

ED0488_15	SQ14-002275	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Ministerial Motor vehicle	<p>Since Budget Estimates in June, 2014: Has the minister been provided with or had access to a motor vehicle? If so:</p> <ol style="list-style-type: none"> 1.What is the make and model? 2.How much did it cost? 3.When was it provided? 4.Was the entire cost met by the department? If not, how was the cost met? 5.What, if any, have been the ongoing costs associated with this motor vehicle? Please include costs such as maintenance and fuel. 6.Are these costs met by the department? If not, how are these costs met? 7.Please provide a copy of the guidelines that determine if a minister is entitled to a motor vehicle. 8.Have these guidelines changed since Additional Estimates in February, 2014? If so, please detail. 9.Please provide a copy of the guidelines that determine how a minister is to use a motor vehicle they have been provided with. Please include details such as whether the motor vehicle can be used for personal uses. 10.Have these guidelines changed since Additional Estimates in February, 2014? If so, please detail.
ED0489_15	SQ14-002280	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Ministerial Staff vehicles (non-MoPS)	<p>Since Budget Estimates in June, 2014: Outside of MoPS Act entitlements, have any of the Minister's staff been provided with a motor vehicle? If so:</p> <ol style="list-style-type: none"> 1.What is the make and model? 2.How much did it cost? 3.When was it provided? 4.Was the entire cost met by the department? If not, how was the cost met? 5.What, if any, have been the ongoing costs associated with this motor vehicle? Please include costs such as maintenance and fuel. 6.Are these costs met by the department? If not, how are these costs met? 7.Please provide a copy of the guidelines that determine this entitlement to a motor vehicle. 8.Have these guidelines changed during the specified period? If so, please detail. 9.Please provide a copy of the guidelines that determine how a motor vehicle is to be used that they have been provided with. Please include details such as whether the motor vehicle can be used for personal uses. 10.Have these guidelines changed during the specified period? If so, please detail.
ED0490_15	SQ14-002281	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Ministerial Staff vehicles	<p>Since Budget Estimates in June, 2014: Have any of the Minister's staff been provided with a motor vehicle under the MoPS Act entitlements? If so:</p> <ol style="list-style-type: none"> 1.What is the make and model? 2.How much did it cost? 3.When was it provided? 4.Was the entire cost met by the department? If not, how was the cost met? 5.What, if any, have been the ongoing costs associated with this motor vehicle? Please include costs such as maintenance and fuel. 6.Are these costs met by the department? If not, how are these costs met? 7.Please provide a copy of the guidelines that determine this entitlement to a motor vehicle. 8.Have these guidelines changed during the specified period? If so, please detail. 9.Please provide a copy of the guidelines that determine how a motor vehicle is to be used that they have been provided with. Please include details such as whether the motor vehicle can be used for personal uses. 10.Have these guidelines changed during the specified period? If so, please detail.

ED0491_15	SQ14-002256	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Sunset Provisions	<p>Please list all current legislation, covered by the department's portfolio, which contain a sunset provision/s. For each, please provide:</p> <p>a)What work has been done towards preparing for the activation of sunset provisions? If no work has commenced, why not?</p> <p>b)Has any consideration been given to delaying or alerting the sunset provisions?</p> <p>c)Please provide a schedule or a workplan for the sunset provisions becoming active</p> <p>d)When did/will this work begin?</p> <p>e)When is/was the review due to commence.</p> <p>f)What is the expected report date.</p> <p>g)Who is the minister responsible for the review</p> <p>h)What department is responsible for the review</p> <p>i)List the specific clauses or legislation under review caused by the statutory provision.</p> <p>j)List the terms of reference.</p> <p>k)What is the scope of the review.</p> <p>l)Who is conducting the review. How were they selected? What are the legislated obligation for the selection of the person to conduct the review?</p> <p>m)What is the budgeted, projected or expected costs of the review?</p> <p>n)When was the Minister briefed on this matter?</p> <p>o)What decision points are upcoming for the minister on this matter?</p> <p>p)List the number of officers, and their classification level, involved in conducting the review</p> <p>q)Will the the report will be tabled in parliament or made public. If so, when?</p>
ED0492_15	SQ14-002260	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Self Initiated work	<p>1.Does the department have a program for staff to engage in self-initiated work (projects, plans etc that are devised by staff without being directed by the minister's office or department management)?</p> <p>2.Please list all ongoing projects. For each, please detail:</p> <p>3.When did the project commence?</p> <p>4.When is it expected to conclude?</p> <p>5.What will the total cost of the project be?</p> <p>6.Where did the money for the project come from?</p> <p>7.Where is the project based?</p>
ED0493_15	SQ14-002264	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Wine Coolers / Fridges	<p>Since Budget Estimates in June, 2014:</p> <p>Has the department/agency purchased or leased any new wine coolers, or wine fridges or other devices for the purpose of housing alcohol beverages, including Eskies?</p> <p>1.If so, list these</p> <p>2.If so, list the total cost for these items</p> <p>3.If so, list the itemised cost for each item of expenditure</p> <p>4.If so, where were these purchased</p> <p>5.If so, list the process for identifying how they would be purchased</p> <p>6.If so, what is the current location for these items?</p> <p>7.If so, what is the current stocking level for each of these items?</p>
ED0494_15	SQ14-002268	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Fol Requests	<p>Since Budget Estimates in June, 2014:</p> <p>1.How many requests for documents under the FOI Act have been received?</p> <p>2.Of these, how many documents have been determined to be deliberative documents?</p> <p>3.Of those assessed as deliberative documents:</p> <p>a)For how many has access to the document been refused on the basis that it would be contrary to the public interest?</p> <p>b)For how many has a redacted document been provided?</p>

ED0495_15	SQ14-002244	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Statutory Review Provisions	<p>Please list all current legislation, covered by the department's portfolio, which contain a statutory review provision/s. For each, please provide:</p> <ol style="list-style-type: none"> 1.What work has been done towards preparing for the review? If none, why not? 2.Please provide a schedule or a workplan for the review 3.When did/will this work begin? 4.When is/was the review due to commence. 5.What is the expected report date. 6.Who is the minister responsible for the review 7.What department is responsible for the review 8.List the specific clauses or legislation under review caused by the statutory provision. 9.List the terms of reference. 10.What is the scope of the review. 11.Who is conducting the review. How were they selected? What are the legislated obligation for the selection of the person to conduct the review? 12.What is the budgeted, projected or expected costs of the review? 13.When was the Minister briefed on this matter? 14.What decision points are upcoming for the minister on this matter? 15.List the number of officers, and their classification level, involved in conducting the review 16.Will the the report will be tabled in parliament or made public. If so, when?
ED0496_15	SQ14-002238	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Domain Usage	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1.Please provide a breakdown of the domain usage for the 50 most utilised (by data sent and received), unique (internet) domains accessed by the minister's office. Please provide: <ol style="list-style-type: none"> a)Domain name of the website being accessed (or IP address if the Domain is unavailable in the tracking system). b)Amount of data downloaded and uploaded to the site. c)Number of times the site was accessed.
ED0497_15	SQ14-002234	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Procedure Manuals (Departmental)	<ol style="list-style-type: none"> 1.Does the department have a procedure manual for communication between the department and the minister? If yes, please provide a copy and: 2.When was the manual last updated? 3.Who is responsible for updating the manual? 4.Has the minister's office had any input into the content of the manual? If so, please detail. 5.Who is the manual distributed to? 6.Is anyone responsible for clearing communications before they are sent to the minister or the minister's office?
ED0498_15	SQ14-002231	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Procedure Manuals (Ministerial)	<ol style="list-style-type: none"> 1.Does the minister's office have a procedure manual for communication between the minister's office and the department? If yes, please provide a copy and: 2.When was the manual last updated? 3.Who is responsible for updating the manual? 4.Who is the manual distributed to? 5.Is anyone responsible for clearing communications before they are sent to the department?

ED0499_15	SQ14-002228	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: G20 - Brisbane	<p>1.Which ministers from the portfolio attended the G20 conference in Brisbane? For each attending minister, please answer the following:</p> <p>2.How long will the minister be in Brisbane for?</p> <p>3.Please provide a copy of the minister's program and a list of any meetings that are scheduled.</p> <p>4.Did the minister requested any briefing material from the department in relation to the G20? Please provide a list of the briefing titles.</p> <p>5.How many ministerial staff will attended with the minister?</p> <p>6.How many departmental staff attended the G20?</p> <p>7.For each minister and staff member attending, how much was spent on airfares to and from Brisbane?</p> <p>8.For each minister and staff member attending, how much was spent on accommodation in Brisbane?</p> <p>9.For each minister and staff member attending, how much was spent on other associated expenses? Please detail.</p> <p>10.Has the department purchased any merchandise or promotional material for the G20? Please detail.</p> <p>11.Will the department be preparing a report following the G20? If yes:</p> <p>a)What will be the scope of the report?</p> <p>b)When will it be complete?</p> <p>c)Will it be available to the public?</p>
ED0500_15	SQ14-002381	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Contracts for Temporary Staff	<p>Since Budget Estimates in June, 2014:</p> <p>1. How much did the department/agency spend on temporary or contract staff?</p> <p>2. How many temporary or contract staff have been employed?</p> <p>3. What is the total number of temporary or contract staff currently employed?</p> <p>4. How much was paid for agencies/companies to find temporary/contract staff?</p> <p>5. Have there been any changes to the policies/criteria that govern the appointment of contract staff?</p>
ED0501_15	SQ14-002383	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Hire cars	<p>Since Budget Estimates in June, 2014:</p> <p>1.How much did each department/agency spend on hire cars during the specified period? Provide a breakdown of each business group in each department/agency.</p> <p>2.What are the reasons for hire car costs?</p> <p>3.How much did the department spend on hire cars during the specified period for their minister or minister's office?</p>
ED0502_15	SQ14-002386	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Unallocated Equipment	<p>1.Please detail how much electrical equipment, phones and computers the department/agency has in storage or unallocated to staff</p> <p>2.Please detail the purchase, storage and ongoing costs associated with equipment, phones and computers in storage or unallocated.</p>

ED0503_15	SQ14-002387	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Travel costs - department	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1. Is the minister or their office or their delegate required to approve all departmental and agency international travel? 2. If so, under what policy? 3. Provide a copy of that policy. 4. When was this policy implemented? 5. List all occurrences of travel that this has occurred under. 6. Detail the process. 7. When is the minister notified, when is approval provided? 8. Detail all travel (domestic and international) for Departmental officers that accompanied the Minister and/or Parliamentary Secretary on their travel. Please include a total cost plus a breakdown that include airfares (and type of airfare), accommodation, meals and other travel expenses (such as incidentals). 9. Detail all travel for Departmental officers. Please include a total cost plus a breakdown that include airfares (and type of airfare), accommodation, meals and other travel expenses (such as incidentals). Also provide a reason and brief explanation for the travel. 10. What date was the minister or their office notified of the travel? 11. What date did the minister or their office approve the travel? 12. What travel is planned for the rest of this calendar year? Also provide a reason and brief explanation for the travel.
ED0504_15	SQ14-002390	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Advertising	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1. How much has the Department/Agency spent on Advertising? Including through the use of agencies. 2. Please detail each advertising campaign including its cost, where the advertising appeared, production costs, who approved, ministerial or ministerial staff involvement in commissioning. 3. Provide copies of approvals, including but not limited to, approvals made by the Prime Minister or his delegate, the Minister or their delegate or the department or their delegate.
ED0505_15	SQ14-002391	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Travel costs - ministerial	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1. Please detail all travel conducted by the Minister/parliamentary secretary 2. List each location, method of travel, itinerary and purpose of trip; 3. List the total cost plus a breakdown that include airfares (and type of airfare), accommodation, meals and other travel expenses (such as incidentals), and; 4. List the number of staff that accompanied the Minister/parliamentary secretary, listing the total costs per staff member, the class of airplane travelled, the classification of staff accompanying the Minister/parliamentary secretary. 5. What travel is planned for the rest of this calendar year? Also provide a reason and brief explanation for the travel.
ED0506_15	SQ14-002393	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Departmental Staff Misconduct	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1. Please provide a copy of the departmental staff code of conduct. 2. Have there been any identified breaches of this code of conduct by departmental staff? <ol style="list-style-type: none"> a) If yes, list the breaches identified, broken by staffing classification level. b) If yes, what remedy was put in place to manage the breach? If no remedy has been put in place, why not? c) If yes, when was the breach identified? By whom? When was the Minister made aware? d) If yes, were there any legal ramifications for the department or staff member? Please detail.

ED0507_15	SQ14-002395	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Cloud Services and Storage	<p>1.Is the department using or planning to use cloud digital services (e.g. storage, computer software access etc)? If yes:</p> <p>2.What date did/will cloud services be deployed in the department?</p> <p>3.Please provide a list of all cloud services in use or being considered for use.</p> <p>4.How much do these services cost? Please break down by service.</p> <p>5.How much cloud storage (in gigabytes) is available for departmental use? What percentage of the available total is in use?</p> <p>6.How much does this cloud storage cost per month?</p> <p>7.What security arrangements are in place to protect cloud based services and storage?</p> <p>8.Have any security analysts been employed / contracted to advise on the implementation and upkeep of these security arrangements?</p> <p>9.What has been the cost of security for the cloud? Please provide a breakdown.</p>
ED0508_15	SQ14-002398	Ludwig, Joe	written	written	Cross Portfolio	Disability Access	<p>1.Please provide a list of all premises owned, leased or otherwise operated by the department / agency which do not yet comply with the Disability Discrimination Act (through The Disability (Access to Premises - Buildings) Standards 2010). For each, please provide:</p> <p>2.The year in which it was purchased / leased / rented (and if lease / rental agreement, when it expires).</p> <p>3.What plans are in place to make the premises compliant with the act.</p> <p>4.When these plans will commence and when they are expected to be complete.</p> <p>5.Has the minister or the minister's office been informed of these plans? Please provide a copy of any communication (including but not limited to emails, letters, memos, notes etc) between the minister's office and the department regarding this issue.</p> <p>6.What is the expected cost of making the premises compliant? Please break down the costs.</p> <p>7.Have any plans to make any premises compliant been cancelled, put on hold or delayed since September 7, 2013? If yes, please detail, including the reasons for which they were cancelled, put on hold or delayed and how the decision was reached.</p> <p>8.Have any complaints been lodged with regard to the premises not being compliant? If yes, please detail.</p>
ED0509_15	SQ14-002401	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Senate estimates briefing	<p>Since Budget Estimates in June, 2014:</p> <p>1.How many officers have been responsible for preparing the department, agency, Minister or representing Minister's briefing pack for the purposes of senate estimates?</p> <p>2.How many officer hours were spent on preparing that information?</p> <p>a.Please break down the hours by officer APS classification</p> <p>3.Were drafts shown to the Minister or their office before senate estimates? a. If so, when did this occur? b. How many versions of this information were shown to the minister or their office?</p> <p>4.Did the minister or their office make any contributions, edits or suggestions for departmental changes to this information?</p> <p>a.If so, when did this occur?</p> <p>b.What officer hours were spent on making these edits? Please break down the hours by officer APS classification.</p> <p>c.When were the changes made?</p> <p>5.Provide each of the contents page of the Department/Minister/representing Minister's Senate Estimates folder prepared by the department for the Additional Estimates hearings in February 2014.</p>

ED0510_15	SQ14-002402	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Government payments of accounts	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1.What has been the average time period for the department/agency paid its accounts to contractors, consultants or others? 2.How many payments owed (as a number and as a percentage of the total) have been paid in under 30 days? 3.How many payments owed (as a number and as a percentage of the total) have been paid in between 30 and 60 days? 4.How many payments owed (as a number and as a percentage of the total) have been paid in between 60 and 90 days? 5.How many payments owed (as a number and as a percentage of the total) have been paid in between 90 and 120 days? f) How many payments owed (as a number and as a percentage of the total) have been paid in over 120 days? 6.For accounts not paid within 30 days, is interest being paid on overdue amounts and if so how much has been paid by the portfolio/department agency since Estimates, 2014? 7.Where interest is being paid, what rate of interest is being paid and how is this rate determined?
ED0511_15	SQ14-002403	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Stationery Requirements	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1.How much has been spent by each department and agency on the government (Ministers / Parliamentary Secretaries) stationery requirements in your portfolio to date? <ol style="list-style-type: none"> a.Detail the items provided to the minister's office. b.Please specify how many reams of paper have been supplied to the Minister's office. 2.How much has been spent on departmental stationery requirements to date. 3.Has any customised stationery been requested or provided to the Minister or Ministerial Staff? If yes, please include a photo/scan, detail the type of stationery, date it was requested, date it was provided and the cost.
ED0512_15	SQ14-002406	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Fee for services	<p>Since September 7, 2013:</p> <ol style="list-style-type: none"> 1.Have any existing services provided by the department / agency moved from being free to a user-pay service? Have any additional fees been placed on existing services? If yes please provide a list and include: <ol style="list-style-type: none"> 2.Name of the fee and a short description of what it covers. 3.How much is the fee (and is it a flat fee or a percentage of the service). 4.The date the fee came into place. 5.Were any reviews requested, commenced or complemented into the benefits and drawbacks of attaching the fee to the service? If yes, please detail and provide a copy of the review. 6.What consultation was carried out before the fee was put into place? 7.How was the fee put into place (e.g. through legislation, regulation changes etc)? 8.What justification is there for the fee? 9.test
ED0513_15	SQ14-002409	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Meeting costs	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1.How much has the Department/Agency spent on meeting costs? Detail date, location, purpose and cost of all events, including any catering and drinks costs. 2.For each Minister and Parliamentary Secretary office, please detail total meeting spend from Estimates, 2014 to date. Detail date, location, purpose and cost of each event including any catering and drinks costs. 3.What meeting spend is the Department/Agency's planning on spending? Detail date, location, purpose and cost of all events including any catering and drinks costs. 4.For each Minister and Parliamentary Secretary office, what meeting spend is currently being planned for? Detail date, location, purpose and cost of each event including any catering and drinks costs.

ED0514_15	SQ14-002410	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Documents provided to minister	<p>1.Excluding policy or correspondence briefs, how many documents are provided to the Minister's office on a regular and scheduled basis? Including documents that are not briefs to the minister and do not require ministerial signature.</p> <p>2.List those documents, their schedule and their purpose (broken down by ministerial signature and office for noting documents)</p> <p>3.How are they transmitted to the office?</p> <p>4.What mode of delivery is used (hardcopy, email) for those documents?</p> <p>5.What level officer are they provided to in the minister's office?</p>
ED0515_15	SQ14-002412	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: merchandise or promotional material	<p>Since 7 September 2013:</p> <p>1. Has the department purchased any merchandise or promotional material?</p> <p>2. List by item, and purpose for each item, including if the material is for a specific policy or program or for a generic purpose (note that purpose)</p> <p>3. List the cost for each item</p> <p>4. List the quantity of each item</p> <p>5. Who suggested these material be created?</p> <p>6. Who approved its creation?</p> <p>7. Provide copies of authorisation</p> <p>8. When was the Minister informed of the material being created?</p> <p>9. Who created the material?</p> <p>10. How was that person selected?</p> <p>11. How many individuals or groups were considered in selecting who to create the material?</p>
ED0516_15	SQ14-002413	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Freedom of Information - Stats	<p>1.How many FOI requests were received between 7 September 2013 to date.</p> <p>2.How many of those requests were finalised within the regular timeframes provided under the FOI Act?</p> <p>3.How many of those requests were granted an extension of time under s 15AA of the FOI Act?</p> <p>4.How many of those requests were granted an extension of time under s 15AB of the FOI Act?</p> <p>5.How many of those requests were finalised out of time?</p>
ED0517_15	SQ14-002414	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Hospitality and entertainment	<p>Since Budget Estimates in June, 2014:</p> <p>1.What has been the Department/Agency's hospitality spend including any catering and drinks costs.</p> <p>2.For each Minister and Parliamentary Secretary office, please detail total hospitality spend. Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>3.What has been the Department/Agency's entertainment spend? Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>4.For each Minister and Parliamentary Secretary office, please detail total entertainment spend. Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>5.What hospitality spend is the Department/Agency's planning on spending? Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>6.For each Minister and Parliamentary Secretary office, what hospitality spend is currently being planned for? Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>7.What entertainment spend is the Department/Agency's planning on spending? Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>8.For each Minister and Parliamentary Secretary office, what entertainment spend is currently being planned for? Detail date, location, purpose and cost of all events including any catering and drinks costs.</p> <p>9.Is the Department/Agency planning on reducing any of its spending on these items? If so, how will reductions be achieved?</p>

ED0518_15	SQ14-002415	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Savings and Efficiency Measures	<p>Since the Appropriate Bills 2014 were passed by the parliament:</p> <ol style="list-style-type: none"> 1. How many measures, savings tasks or efficiency measures contained in the Appropriations bills have not been actioned or have had no guidance instructions issued? 2. For each measure or task identified in question 1: <ol style="list-style-type: none"> a) What is the timeframe for implementation? b) Who is the responsible agency for actioning these measures, guidelines or tasks? c) When was the Minister last briefed on this item? Was this briefing requested by the minister or initiated by the department? d) What action has the minister asked be done on this policy?
ED0519_15	SQ14-002416	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Executive coaching and leadership training	<p>Since Budget Estimates in June, 2014:</p> <p>Please provide the following information in relation to executive coaching and/or other leadership training services purchased by each department/agency:</p> <ol style="list-style-type: none"> 1. Total spending on these services 2. The number of employees offered these services and their employment classification 3. The number of employees who have utilised these services, their employment classification and how much study leave each employee was granted (provide a breakdown for each employment classification) 4. The names of all service providers engaged For each service purchased form a provider listed under (4), please provide: <ol style="list-style-type: none"> a. The name and nature of the service purchased b. Whether the service is one-on-one or group based c. The number of employees who received the service and their employment classification d. The total number of hours involved for all employees (provide a breakdown for each employment classification) e. The total amount spent on the service f. A description of the fees charged (i.e. per hour, complete package) 5. Where a service was provided at any location other than the department or agency's own premises, please provide: <ol style="list-style-type: none"> a. The location used b. The number of employees who took part on each occasion (provide a breakdown for each employment classification) c. The total number of hours involved for all employees who took part (provide a breakdown for each employment classification) d. Any costs the department or agency's incurred to use the location 6. In relation to education/executive coaching and/or other leadership training services paid for by the department what agreements are made with employees in regards to continuing employment
ED0520_15	SQ14-002417	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Contracts under \$10,000	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1. Please provide a detailed list of all contracts entered into that are worth between \$4,000 and \$10,000.
ED0521_15	SQ14-002419	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Consultancies	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1. How many consultancies have been undertaken? Identify the name of the consultant, the subject matter of the consultancy, the duration and cost of the arrangement, and the method of procurement (ie. open tender, direct source, etc). Also include total value for all consultancies. 2. How many consultancies are planned for this calendar year? Have these been published in your Annual Procurement Plan (APP) on the AusTender website and if not why not? In each case please identify the subject matter, duration, cost and method of procurement as above, and the name of the consultant if known. 3. Have any consultancies not gone out for tender? <ol style="list-style-type: none"> a) List each, including name, cost and purpose b) If so, why?
ED0522_15	SQ14-002420	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Staffing profile	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1. Has there been any change to the staffing profile of the department/agency? 2. Provide a list of changes to staffing numbers, broken down by classification level, division, home base location (including town/city and state)

ED0523_15	SQ14-002422	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Staffing reductions	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1.How many staff reductions/voluntary redundancies have occurred? <ol style="list-style-type: none"> a.What was the reason for these reductions? 2.Were any of these reductions involuntary redundancies? If yes, provide details. 3.Are there any plans for further staff reductions/voluntary redundancies? If so, please advise details including if there is a reduction target, how this will be achieved, and if any services/programs will be cut. 4.If there are plans for staff reductions, please give the reason why these are happening. 5.Are there any plans for involuntary redundancies? If yes, provide details. 6.How many ongoing staff left the department/agency? What classification were these staff? 7.How many non-ongoing staff left department/agency from? What classification were these staff? 8.What are the voluntary redundancy packages offered? Please detail for each staff level and position 9.How do the packages differ from the default public service package? 10.How is the department/agency funding the packages?
ED0524_15	SQ14-002423	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Electronic equipment	<p>Since Budget Estimates in June, 2014:</p> <p>Other than phones, ipads or computers - please list the electronic equipment provided to the Minister's office.</p> <ol style="list-style-type: none"> 1.List the items 2.List the items location or normal location 3.List if the item is in the possession of the office or an individual staff member of minister, if with an individual list their employment classification level 4.List the total cost of the items 5.List an itemised cost breakdown of these items 6.List the date they were provided to the office 7.Note if the items were requested by the office or proactively provided by the department
ED0525_15	SQ14-002424	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Provision of equipment - departmental	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1.Has electronic equipment (such as ipad, laptop, wireless card, vasco token, blackberry, mobile phone (list type if relevant), thumb drive, video cameras) been provided by the department/agency to departmental staff? If yes provide a list of: <ol style="list-style-type: none"> 2.What has been provided? 3.The purchase cost. 4.The ongoing cost. 5.A list of any accessories provided for the equipment and the cost of those accessories. (e.g. iPad keyboards, laptop carry bags, additional chargers etc). 6.A breakdown of what staff and staff classification receives each item.
ED0526_15	SQ14-002425	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Staffing recruitment	<p>Since Budget Estimates in June, 2014:</p> <ol style="list-style-type: none"> 1.How many ongoing staff have been recruited? What classification are these staff? 2.How many non-ongoing positions exist or have been created? What classification are these staff? 3.How many staff have been employed on contract and what is the average length of their employment period?

ED0527_15	SQ14-002426	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Media subscriptions	<p>Since Budget Estimates in June, 2014:</p> <p>1. What pay TV subscriptions does your department/agency have?</p> <p>a) Please provide a list of channels and the reason for each channel.</p> <p>b) What has been the cost of this package/s during the specified period?</p> <p>c) What is provided to the Minister or their office?</p> <p>d) What has been the cost of this package/s during the specified period?</p> <p>2. What newspaper subscriptions does your department/agency have?</p> <p>a) Please provide a list of newspaper subscriptions and the reason for each.</p> <p>b) What has been the cost of this package/s during the specified period?</p> <p>c) What is provided to the Minister or their office?</p> <p>d) What has been the cost of this package/s during the specified period?</p> <p>3. What magazine subscriptions does your department/agency have?</p> <p>a) Please provide a list of magazine subscriptions and the reason for each.</p> <p>b) What has been the cost of this package/s during the specified period?</p> <p>c) What is provided to the Minister or their office?</p> <p>d) What has been the cost of this package/s during the specified period?</p> <p>4. What publications does your department/agency purchase?</p> <p>a) Please provide a list of publications purchased by the department and the reason for each.</p> <p>b) What has been the cost of this package/s during the specified period?</p> <p>c) What is provided to the Minister or their office?</p> <p>d) What has been the cost of this package/s during the specified period?</p>
ED0528_15	SQ14-002430	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Media monitoring	<p>Since Budget Estimates in June, 2014:</p> <p>1. What was the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to the Minister's office during the specified period?</p> <p>1. Which agency or agencies provided these services?</p> <p>2. What has been spent providing these services during the specified period?</p> <p>3. Itemise these expenses.</p> <p>2. What was the total cost of media monitoring services, including press clippings, electronic media transcripts etcetera, provided to the department/agency during the specified period?</p> <p>1. Which agency or agencies provided these services?</p> <p>2. What has been spent providing these services during the specified period?</p> <p>3. Itemise these expenses</p>
ED0529_15	SQ14-002431	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Coffee machines	<p>Since Budget Estimates in June, 2014:</p> <p>1. Has the department/agency purchased, leased or rented any coffee machines for staff useage?</p> <p>a. If yes, provide a list that includes the type of coffee machine, the cost, the amount, and any ongoing costs such as purchase of coffee or coffee pods and when the machine was purchased?</p> <p>b. Why were coffee machines purchased?</p> <p>c. Has there been a noticeable difference in staff productivity since coffee machines were purchased?</p> <p>Are staff leaving the office premises less during business hours as a result?</p> <p>d. Where did the funding for the coffee machines come from?</p> <p>e. Who has access?</p> <p>f. Who is responsible for the maintenance of the coffee machines? How much was spent on maintenance, include a list of what maintenance has been undertaken. Where does the funding for maintenance come from?</p> <p>g. What are the ongoing costs of the coffee machine, such as the cost of coffee?</p>

ED0530_15	SQ14-002434	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Media Training	<p>Since Budget Estimates in June, 2014:</p> <p>1. In relation to media training services purchased by each department/agency, please provide the following information:</p> <p>a) Total spending on these services</p> <p>b) An itemised cost breakdown of these services</p> <p>c) The number of employees offered these services and their employment classification</p> <p>d) The number of employees who have utilised these services and their employment classification</p> <p>e) The names of all service providers engaged</p> <p>f) The location that this training was provided</p> <p>2. For each service purchased from a provider listed under (1), please provide:</p> <p>a) The name and nature of the service purchased</p> <p>b) Whether the service is one-on-one or group based</p> <p>c) The number of employees who received the service and their employment classification (provide a breakdown for each employment classification)</p> <p>d) The total number of hours involved for all employees (provide a breakdown for each employment classification)</p> <p>e) The total amount spent on the service</p> <p>f) A description of the fees charged (i.e. per hour, complete package)</p> <p>3. Where a service was provided at any location other than the department or agency's own premises, please provide:</p> <p>4. The location used</p> <p>5. The number of employees who took part on each occasion</p> <p>6. The total number of hours involved for all employees who took part (provide a breakdown for each employment classification)</p> <p>7. Any costs the department or agency's incurred to use the location</p>
ED0531_15	SQ14-002436	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Printing	<p>Since Budget Estimates in June, 2014:</p> <p>1. How many documents (include the amount of copies) have been printed?</p> <p>a. How many of these printed documents were also published online?</p> <p>2. Has the Department/Agency used external printing services for any print jobs?</p> <p>a. If so, what companies were used?</p> <p>b. How were they selected?</p> <p>c. What was the total cost of this printing by item?</p>
ED0532_15	SQ14-002439	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Communications staff	<p>1. For all departments and agencies, please provide - in relation to all public relations, communications and media staff - the following:</p> <p>2. How many ongoing staff, the classification, the type of work they undertake and their location.</p> <p>3. How many non-ongoing staff, their classification, type of work they undertake and their location</p> <p>4. How many contractors, their classification, type of work they undertake and their location</p> <p>5. How many are graphic designers?</p> <p>6. How many are media managers?</p> <p>7. How many organise events?</p>
ED0533_15	SQ14-002440	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Corporate cars	<p>Since Budget Estimates in June, 2014:</p> <p>1. How many cars are owned by each department/agency?</p> <p>a. Where are the cars located?</p> <p>b. What are the cars used for?</p> <p>c. What is the cost of each car during the specified period?</p> <p>d. How far did each car travel during the specified period?</p> <p>2. How many cars are leased by each department/agency?</p> <p>a. Where are the cars located?</p> <p>b. What are the cars used for?</p> <p>c. What is the cost of each car during the specified period?</p> <p>d. How far did each car travel during the specified period?</p>

ED0534_15	SQ14-002442	Ludwig, Joe	written	written	Cross Portfolio	Dept & its agencies: Report Printing	Since Budget Estimates in June, 2014: 1. Have any reports, budget papers, statements, white papers or report-like documents printed for or by the department been pulped, put in storage, shredded or disposed of? 2. If so please give details; name of report, number of copies, cost of printing, who order the disposal, reason for disposal
ED0535_15	SQ14-002446	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Taxi costs	Since Budget Estimates in June, 2014: 1. How much did each department/agency spend on taxis during the specified period? Provide a breakdown for each business group in each department/agency. 2. What are the reasons for taxi costs? 3. How much did the department spend on taxis during the specified period for their minister or minister's office?
ED0536_15	SQ14-002449	Ludwig, Joe	written	written	Cross Portfolio	Dept & All Agencies: Grants	Since Budget Estimates in June, 2014: 1. What guidelines are in place to administer grants? 2. How are grants applied for? 3. Are there any restrictions on who can apply for a grant? If yes, please detail. a. Can these restrictions be waived? If yes, please detail the process for waiving them and list any grants where the restrictions were waived. 4. What is the procedure for selecting who will be awarded a grant? 5. Who is involved in this selection process? 6. Does the minister or the minister's office play any role in awarding grants? If yes, please detail. a. Has the minister or the minister's office exercised or attempted to exercise any influence over the awarding of any grants? If yes, please detail. 7. Provide a list of all grants, including ad hoc, one-off discretionary grants awarded to date. Provide the recipients, amount, intended use of the grants, what locations have benefited from the grants and the electorate and state of those locations. 8. Update the status of each grant that was approved prior to the specified period, but did not have financial contracts in place at that time. Provide details of the recipients, the amount, the intended use of the grants, what locations have benefited from the grants and the electorate and state of those grants.
ED0537_15	SQ14-002572	O'Neill, Deborah	written	written	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA: Development of curriculums for classic Greek and Latin	1) In relation to the development of curriculums for classic Greek and Latin, and the study of these languages: a. How many students, in each state and territory, currently study classic Greek and Latin? b. How many schools, in each state and territory, currently teach classic Greek and Latin? c. How many teachers, in each state and territory, are currently qualified to teach classic Greek and Latin? d. Please provide an update on the development of the curriculums for classic Greek and Latin, outlining the key milestones, and the itemized cost of developing each of these curriculums.
ED0538_15	SQ14-002578	O'Neill, Deborah	written	written	Cross Portfolio	Student's First Website	1) In relation to the Students First website: a. What was the development cost for the Student's First website? How many people are employed or engaged in its upkeep? b. Was it set up at Ministerial direction? c. How many hits has the website received? 2) Does it meet the required guidelines for the accessibility - for people with disability - of Government websites?

ED0539_15	SQ14-002600	O'Neill, Deborah	written	written	Cross Portfolio	QoNs from Budget Estimates	In relation to each answer to education portfolio Questions on Notice asked at Budget Estimates: a. On what date was each answer prepared by the Department first submitted to the Minister's office? b. On what date was each answer prepared by ACARA and AITSL first submitted to the Department or the Minister's office? c. Were any answers changed by the Minister's office? Which ones? What changes were made? d. Were any answers written in the Minister's office? e. For each question where the answer - or part of the answer - was not provided on the basis of the public interest, if any: i. Was an assessment of the public interest undertaken? How? ii. Who made the final decision?
ED0540_15	SQ14-002605	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	School funding correspondence	In relation to Ministerial correspondence (including electronic correspondence) about school funding: a. Since the 2014 Budget, how much correspondence has the Minister received in relation to schools funding? b. How many items of correspondence have been responded to? c. What is the average time taken to respond? d. How many items of correspondence has the Minister signed? How many have been signed by his office? How many have been signed by the Department? How many have not been responded to? e. How many items related to school funding and cuts announced in the Budget? What proportion has supported the cuts? What proportion has opposed? Can a breakdown be provided by state and territory, and federal electorate?
ED0541_15	SQ14-002611	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Curriculum Review correspondence	In relation to Ministerial correspondence (including electronic correspondence) about the Curriculum Review: a. Since the announcement of the Curriculum Review, how much correspondence has the Minister received in relation to the Review? b. How many items of correspondence have been responded to? c. What is the average time taken to respond? d. How many items of correspondence has the Minister signed? How many have been signed by his office? How many have been signed by the Department? How many have not been responded to? e. How many correspondence items, and what proportion of the overall number of correspondence items relating to the Review, have related to comments of Professor Barry Spurr? f. How many correspondence items have raised concerns about the review process? What is their proportion in relation to the overall number of correspondence items relating to the review? g. Across all issues raised in relation to the review, what proportion of items have been supportive of the review and what proportion have not been supportive? h. How many items, and what proportion of overall correspondence about the review, has expressed support for the current curriculum? i. items related to school funding and cuts announced in the Budget? What proportion has supported the cuts? What proportion has opposed?
ED0542_15	SQ14-002613	O'Neill, Deborah	written	written	Outcome 3 - Higher Education, Reform & Support	Higher Education Report	The Higher Education Report was last published in 2010. The website advises it is going to be published every 3 years. When will the next edition be published? If it will not be published, why not? Can a copy be provided?

ED0543_15	SQ14-002615	O'Neill, Deborah	written	written	Cross Portfolio	Discretionary grants	In relation to all discretionary grants in the Education Portfolio, please: a. Provide a list of all discretionary grants, including a description of the grant program and the date it was established. b. For each grant program, and for each of the years in the forward estimates, please provide: i. Total program funding ii. Committed funding iii. Contracted funding iv. Uncommitted funding
ED0544_15	SQ14-002620	O'Neill, Deborah	written	written	Outcome 3 - Higher Education, Reform & Support	List of universities	Can the Department - or any other agency - please provide a list of universities and campuses by electorate and location, and provide the latest enrolments for each electorate, university and location?
ED0545_15	SQ14-002623	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Trade Training Centres	In relation to Trade Training Centres/Trade Skills Centres: a. Can the department provide an update as to the implementation and construction of the remaining centres - including a status report for each centre? b. Are there any centres that will not be going ahead? Why? Which centres are these? c. Can the Department provide a list of the expected opening/completion dates of all centres that are under construction or have been commissioned? d. Can the Department provide a single consolidated list of all centres around the country, including its physical location, the specialty or focus of the centre, contact school, electorate, whether or not the centre is open to students yet, and if not, the expected open date?
ED0546_15	SQ14-002625	O'Neill, Deborah	written	written	Cross Portfolio	Deregulation unit	With respect to the Department's deregulation unit: a. Can the Department provide an updated breakdown on the number of staff in the unit; their pay level; which section of the Department the staff member came from; and whether the position they vacated to move to the unit has been backfilled by a permanent staff member, or filled by a temporary contractor; b. Can the Department provide the total estimated annual cost of operating the deregulation unit; c. Can the Department provide a list of "red tape reduction " measures the Department has announced since the change of Government, the value of the reduction in compliance cost the Government has attributed to each measure, and the status of each measure's progress. d. Can the Department provide all written advice and guidelines the deregulation unit is utilising in its methodology to cost the value it assigns to "red tape reduction " measures. e. Can the department provide a list of all of the recommendations from the red tape reduction unit that have been adopted by Government - including the estimated costs and benefits of each change. f. Can the Department provide the Government's expectations for the Department of Education red tape reduction unit
ED0547_15	SQ14-002630	O'Neill, Deborah	written	written	Cross Portfolio	Market research	List any market research conducted by the department in 2014, to date. In relation to each market research contract, please provide: a. The total value of the contract b. Which organisation conducted the research c. How were they identified? d. Where was the research conducted? e. In what way was the research conducted? f. Were focus groups used? g. How were participants for these focus groups selected?

ED0548_15	SQ14-002632	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Youth Attainment and Transitions - National Job Guide and My Future websites	<p>In relation to Youth Attainment and Transitions programs:</p> <p>a.What was the line-budget for each of the last five years, for the National Job Guide and My Future websites?</p> <p>b.For the National Job Guide - please separate out the cost of developing the Job Guide from the printing and distribution cost for each of the last five years?</p> <p>c.What would the cost of producing an online-only version of the National Job Guide be? Has the Government sought any advice on producing an online-only version of the National Job Guide? Have any other Department - in particular the Industry Department - sought any advice on this matter?</p> <p>d.For each year since its inception, how many National Jobs Guides have been printed? How many copies have been produced in other formats (e.g. electronic)? How many times has the National Job Guide been accessed online? How many copies of the job guide were distributed in each state and territory in each year?</p> <p>e.The Government has claimed the National Job Guide and My Future website were underutilised? What evidence does the Department have to back this up?</p> <p>f.Before making the decision to cut the National Job Guide and My Future website, was advice sought from career counsellors or any other professional organisations? Please provide information about any consultations and copies of relevant correspondence.</p> <p>g.How many items of correspondence has the Minister and the Department received, since the Budget, in relation to the decision to cut the National Job Guide and the My Future website? How many items of correspondence supported the cancellation of the program and how many opposed it?</p> <p>h.How long has the National Job Guide existed for, and how many students it has been distributed to or assisted over the years since its inception?</p>
ED0549_15	SQ14-002639	O'Neill, Deborah	written	written	Cross Portfolio	Credit cards	<p>In relation to credit cards:</p> <p>a.Can the Department please provide a breakdown for each employment classification that has a corporate credit card, and a total amount charged to those credit cards in 2013-14.</p> <p>b.How many instances of corporate credit card misuse have been reported and/or discovered since 1 January 2014? Please provide a breakdown of staff classification and what the misuse was, and the action taken.</p>
ED0550_15	SQ14-002640	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Chaplains in schools - complaints	<p>19)In relation to the School Chaplaincy and Student Welfare Program:</p> <p>a.Can the Department provide a breakdown of the number of complaints received by the Government in 2014 to date relating to the School Chaplains and Student Welfare Officers program, broken down by jurisdiction; whether complaint related to a chaplain or welfare officer program; the nature of the complaint (complaint category); programs that had funding withdrawn as a result of complaint(s); number of complaints referred to police.</p>
ED0551_15	SQ14-002645	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	School funding loading for low socio economic status students	<p>In relation to the Government's review of the school funding loading for low socio economic status students, can the Department please provide answers to the following:</p> <p>a.Which bodies were invited to make submissions?</p> <p>b.Why aren't these submissions publicly available? Will they be made public? When?</p> <p>c.When will the review be finalised and how will the review findings be reported?</p> <p>d.How is the review being conducted?</p> <p>e.What is its reporting date?</p> <p>f.Who has been consulted?</p> <p>g.What are the terms of reference?</p> <p>h.Please provide any correspondence from the Minister to stakeholders in relation to the review.</p>

ED0552_15	SQ14-002653	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Students with Disability school funding loading	In relation to the Government's review of the Students with Disability school funding loading, can the Department please provide answers to the following: a.What is the current status of the review? What stated are there in the review process? What are the milestones and the expected completion dates for each milestone? b.Can the Department provide a progress report on national consistent data collection process? c.What is the full list of organisations that have participated in the review, which organisations were invited to participate by Government or the Department? Have any submissions been received? From which parties? d.Have any reports been commissioned or completed in relation to the review of the loading or the finalisation of the nationally consistent data collection process? Have all reports been published? If not, why not? And if not, when will they be published? Can a link to the reports, or a copy by provided, whether or not they have been published yet by the Department? e.Please provide any correspondence from the Minister to stakeholders in relation to the review. f.Which organisations have made submissions? g.Why aren't these submissions publicly available? Will they be made public? When?
ED0553_15	SQ14-002658	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	'Command and control' aspects of school funding	In relation to the Government's review of 'command and control' aspects of school funding: a.How is the review being conducted? b.What is its reporting date? c.Who has been consulted? How many submissions have been received? Why aren't these submissions publicly available? Will they be made public? When? d.What are the terms of reference? e.What are the milestones and the expected completion dates for each milestone? f.What is the full list of organisations that have participated in the review, which organisations were invited to participate by Government or the Department? g.Please provide any correspondence from the Minister to stakeholders in relation to the review.
ED0554_15	SQ14-002678	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Chaplains in schools	In relation to the School Chaplaincy and Student Welfare Program: b.Can the department provide an update on which jurisdictions have signed up to the new Chaplains in Schools program for 2015, and how much each jurisdiction will receive under these agreements. c.Can the department provide a copy of the new guidelines that will govern these funding agreements, including but not limited to guidelines relating to child safety and proselytising?

ED0555_15	SQ14-002687	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Review of the Australian Curriculum - appointment of Professor Spurr	<p>In relation to the appointment of Professor Barry Spurr as a subject reviewer on the review of the Australian Curriculum, can the Government advise:</p> <p>a. How were subject reviewers engaged by the Curriculum review engaged?</p> <p>b. Who approached Professor Spurr, and other subject reviewers, to be involved in the review?</p> <p>c. On which date and how was the Department advised of Professor Spurr's appointment or proposed appointment?</p> <p>d. Did the Department formally approve the appointment?</p> <p>e. Was the Minister's office advised of Professor Spurr's appointment before or after it occurred? If so, when, by whom, and in what format (was it in a brief, was it verbal etc)?</p> <p>f. Were subject reviewers paid?</p> <p>g. How much was Spurr paid? Was this part of the review budget?</p> <p>h. Was there any vetting process undertaken by the Department as to which subject experts were engaged for the review?</p> <p>i. Could the Department, or the Minister, have vetoed the appointment of a subject reviewer?</p> <p>j. Did the Department provide any advice or recommendations to Kevin Donnelly and/or Ken Wiltshire as to suitable subject reviewers?</p> <p>k. Are the racist and sexist comments made by Professor Spurr consistent with his terms of engagement for the review? Are they consistent with APS conditions of employment? Are there any sanctions open to the department in relation to misbehavior of a person appointed in the way Professor Spurr was appointed? Are any disciplinary actions being pursued? If not, why not?</p> <p>l. Has the Department had any contact or dialogue with Professor Spurr since his offensive comments came to light?</p> <p>m. If so what was the nature of that contact?</p> <p>n. Has the Department had any contact with the Minister's office since these comments surfaced, regarding Professor Spurr's appointment?</p> <p>o. Does the Minister stand by the appointment of Professor Spurr?</p>
ED0556_15	SQ14-002711	O'Neill, Deborah	written	written	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA - National report on schooling	<p>In relation to the national report on schooling. What is happening with this report and when will the next editions be published - given the latest published edition is from 2011? This report was referred to in the Government's response to the Senate Select Committee on School Funding as one means of the government providing information about schooling but it has not been published since 2011. Can updated editions of the report be provided?</p>
ED0557_15	SQ14-002712	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Innovative mathematics resources for primary and secondary school teachers and students	<p>In relation to the Government's announcement in October that it will Invest \$7.4 million to provide innovative mathematics resources for primary and secondary school teachers and students, and invest \$3.5 million to provide greater exposure to computer coding across different year levels in Australian schools to expand the pool of ICT-skilled workers (see copy of announcement below):</p> <p>a. Can the Department advise whether those funding amounts (\$7.4 million and \$3.5 million) are per year figures, or over four years?</p> <p>b. Over how many years will these funds be expended?</p> <p>c. Were these funds contained in the 2014-15 Budget? If so, where in the Budget papers would one find these allocations? If not, when will these funds be appropriated?</p> <p>d. Will schools be eligible to receive funding under these programs in 2015? How many schools nationally will be eligible for these programs?</p> <p>e. What are the eligibility criteria for these programs? Will Primary and secondary schools be eligible for these programs? Will Government and non-government schools be eligible for these programs? How will funding amounts be determined?</p> <p>f. What kind of resources will be eligible to be funded under the \$7.4 million "mathematics resources for primary and secondary school teachers and students " initiative?</p> <p>g. In relation to the \$3.5 million greater exposure to computer coding program, what does the government mean by "greater exposure to computer coding " ?</p>

ED0558_15	SQ14-003036	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	School funding	<p>With reference to the graph on p7 of the Budget Overview that shows reeducations in school funding over the next 10 years, statements by treasury at budget estimates that approximately \$30 billion in saving will be made from schools funding over the next decade, and the calculations by the Queensland Government - tabled in the Committee - which show cuts to federal school funding in Queensland of \$6 billion over the next decade. Can the Department provide the following:</p> <p>a.Year-by-year breakdowns of the cuts by state and school sector to 2024-25, as has been calculated by the Queensland Department?</p> <p>b.Can you also provide this information by electorate?</p> <p>c.Are you able to provide it on a school by school basis?</p> <p>d.An indication as to the impact of these cuts in real terms, taking into account the rising cost of providing educator services? This could be expressed as a percentage real change in school funding for each year over the next decade.</p> <p>e.In relation to the Department's refusal to provide answers to these questions in the course of the estimates hearing, how is it possible for the Budget Overview to show savings in school funding beyond the forward estimates but it is impossible for the Education Department to provide any information about how these savings have been calculated or their impact?</p> <p>(If consultation with other agencies is required to provide an answer to this question - please undertake that consultation)</p>
ED0559_15	SQ14-003037	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Commonwealth School Funding Model	<p>The briefing note to the Queensland Education Minister tabled at the estimates hearing refers to the "Commonwealth School Funding Model (Better schools) Supplied 2 July 2013 " as a source for the calculation of the impacts of the Government's school cuts on Queensland. Can the Department provide a copy of this same model, that was provided to the Queensland Government? Can a copy of the model for each state and territory be provided?</p>
ED0560_15	SQ14-003038	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Schools funding	<p>Have any state and territory First Ministers or Education Ministers written to the Minister, or the Prime Minister raising concerns about the future of schools funding? When was this correspondence received? Can the Department provide a copy?</p>
ED0561_15	SQ14-003039	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	School funding (link to CPI)	<p>In relation to the decision to link school funding to CPI from 2018:</p> <p>a.Who advised the department of the policy, and when?</p> <p>b.When did the Department advise the Minister?</p> <p>c.Did the department brief the Minister? When? Was it before or after the Budget was released?</p> <p>d.Did the Department prepare speaking points for the Minister? When where they requested/provided</p>
ED0562_15	SQ14-003040	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	School chaplaincy program	<p>In relation to the school chaplaincy program</p> <p>a.Can the Department provide an update in the implementation of the program? And provide the criteria for the new program foreshadowed in answer to ED 0335_15? Can the Department provide these criteria?</p> <p>b.Can the Department provide any details of agreements with the states and territories? Including details of meeting at a department or ministerial level, and information about what was discussed and decided?</p> <p>c.Can the Department provide a breakdown of numbers of position under the new program by state? And are you able to contrast that with the total number of chaplains and student welfare officers employed under the current School Chaplaincy and Student Welfare Program?</p>

ED0563_15	SQ14-003041	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Curriculum review	<p>In relation to the Curriculum review:</p> <p>a.Can the Department outline the process undertaken to draft the review?</p> <p>b.Who drafted the document?</p> <p>c.Did the Department discuss the process of drafting of the review with the Minister's office?</p> <p>d.How many drafts were prepared? When was the first draft provided to the Minister?</p> <p>e.Who decided which recommendations to include in the report?</p> <p>f.What role did the Departmental staff in the secretariat play in drafting the report and its recommendations?</p> <p>g.When will the Government seek the agreement of states and territories to the curriculum?</p> <p>h.In which school year does the government anticipate changes arising from the review to be made to the curriculum?</p> <p>i.Can the Department provide an update on the total cost of the review?</p> <p>j.Can the Department provide a detailed breakdown of the total cost?</p> <p>k.Does the Department anticipate any additional costs to be incurred by the review, and if so can you quantify those costs?</p> <p>l.Are the reviewers (Donnelly and Wiltshire) still considered to be engaged under the review? What additional services will they provide, and when are those expected to be completed?</p> <p>m.In an answer to a Question on Notice, the Department also advised that there were three full-time and four part-time staff on the Secretariat. Was that the case for the remainder of the review process? Is the secretariat still operating, and if so what are they doing?</p> <p>n.The reviewers are contracted to be paid \$429 per day, according to the Department's disclosure under a Senate Order relating to Government appointments. What is the total amount that has been paid, and agreed to be paid, to Mr Donnelly, and Mr Wiltshire (each)?</p> <p>o.How many days does the Department agree they have worked on the review, and how has that been determined?</p> <p>p.Why weren't submissions to the review made public earlier?</p> <p>q.Did the Department receive legal advice around whether submissions could be published online?</p>
ED0564_15	SQ14-003042	O'Neill, Deborah	written	written	Outcome 1 - Early Childhood Education and Care	Universal Access National Partnership	<p>In relation to the Universal Access National Partnership and early childhood education:</p> <p>a.When will the report into the review of the National Partnership be released? Can a copy be provided? Did the Education Council [see attached PDF] resolved in August that said it should be released ASAP?</p> <p>b.What are the conditions - new and/or continuing - attached to the extension of Universal Access funding for the 2015 school year? In particular, in relation to Universal Access funding being provided for preschool programs in long day care centres, how will this work in practice?</p> <p>c.Is there the potential for double dipping by LDCs - overlap of child care support and UA funding. Was this issue raised by the Productivity Commission draft report? Hasn't the Government said it will not pre-empting the Productivity Commissions findings?</p> <p>d.How are individual states and territories currently using the UA funding? What are the set outcomes for each jurisdiction? How will jurisdictions use this funding and what will the set outcomes be for each jurisdiction in 2015?</p> <p>e.Have any jurisdictions been offered less funding by the Commonwealth for 2015 than they received in 2014 under the National Partnership on universal access? If so, which jurisdictions have been offered less than they received in 2014? And by how much?</p> <p>f.Have the funding offers to the states and territories that currently do not extend the Universal Access funding to long day care services been increased from 2014 levels to reflect the broadening of the program?</p> <p>g.Page 76 of the transcript says: Senator LINES: Referring to the 5 September media release, the government announced that new rules were on the way for state and territory governments to fund preschools. What are these new rules and has every state and territory government agreed to these rules?</p> <p>Ms Wilson (from department): When the minister made the announcement and the press release, she actually spoke to all state and territory ministers before she made that announcement. She said it is an extension of the current arrangements. You would recall we talked about a review into UA at</p>

ED0565_15	SQ14-003043	O'Neill, Deborah	written	written	Outcome 1 - Early Childhood Education and Care	Family Day Care	In relation to family Day Care, how many services nationally will be eligible for CSP funding under the new guidelines?
ED0566_15	SQ14-003044	O'Neill, Deborah	written	written	Outcome 1 - Early Childhood Education and Care	Child Care Benefit	In relation to the Child Care Benefit, how many families on the following household income brackets* received the Child Care Rebate in 2013-14; of those, how many of the families received CCR for 1, 2 and 3 children; what was the average CCR amount received per child for families in those income brackets; what was the total amount paid by the Government in CCR payments in 2013-14 to the families in each of those income brackets? a)\$0-50,000 b)\$50,000-\$100,000 c)\$100,000-\$150,000 d)\$150,000-\$200,000 e)\$200,000-\$250,000 f)\$250,000+ *If the department has an alternative set of income brackets that is comparable but would make the compilation of this information easier, that would be acceptable.
ED0567_15	SQ14-002203	Rhiannon, Lee	written	written	Outcome 3 - Higher Education, Reform & Support	VET FEE-HELP - increase in loans	In relation to VET FEE HELP, please provide a breakdown of courses where the numbers of students taking on these loans are increasing and the locations of these courses?
ED0568_15	SQ14-002204	Rhiannon, Lee	written	written	Outcome 3 - Higher Education, Reform & Support	VET FEE-HELP - breakdown of loans	Please provide a breakdown of VET FEE-HELP loans by provider and by year and please include: a. Numbers of students/loans b. qualification or course name c. qualification levels d. industry areas e. Locations of courses f. Please also indicate which courses have increasing numbers of students taking on VET FEE-HELP loans, and the locations and providers of those courses.
ED0569_15	SQ14-002205	Rhiannon, Lee	written	written	Outcome 3 - Higher Education, Reform & Support	VET FEE-HELP - debt	2. What proportion of VET FEE HELP is expected to not be repaid? 3. What is the total current VET FEE HELP debt? 4. What is the projected debt over the forward estimates?
ED0570_15	SQ14-002153	Wright, Penny	written	written	Cross Portfolio	School visits	1. Since becoming Education Minister, how many schools has Minister Pyne visited? 2. How many of these have been Government schools and how many have been non-government schools? Please provide a full list of the school visits and whether a press conference was held in conjunction with these visits or not.
ED0571_15	SQ14-002156	Wright, Penny	written	written	Cross Portfolio	School visits - South Australia	how many schools has the Minister visited in South Australia in the same time period? How many were government and non-government and how many were held in conjunction with press conferences or media activity?

ED0572_15	SQ14-002157	Wright, Penny	written	written	Outcome 2 - Schools and Youth	School funding	<p>1.Please provide the following details for non-government schools in receipt of Commonwealth Government financial assistance in a pdf file and Excel spreadsheet:</p> <ul style="list-style-type: none"> ●school number ●school name ●location ●state ●electorate ●school sector (Catholic, Independent, etc) ●SES score 2014-2017 ●old/new per student funding status 2014 (old per student funding is less or greater than new per student funding for 2014) ●location status (inner regional, outer regional, remote, very remote) ●size status (very small, small, medium, large) ●number of primary students 2014 & 2015 ●number of secondary students 2014 & 2015 ●number of low SES primary students in SES Quartile 1 2014 & 2015 ●number of low SES primary students in SES Quartile 2 2014 & 2015 ●number of low SES secondary students in SES Quartile 1 2014 & 2015 ●number of low SES secondary students in SES Quartile 2 2014 & 2015 ●number of Indigenous primary students 2014 & 2015 ●number of Indigenous secondary students 2014 & 2015 ●number of disability primary students 2014 & 2015 ●number of disability secondary students 2014 & 2015 ●number of low English proficiency primary students 2014 & 2015 ●number of low English proficiency secondary students 2014 & 2015 ●base SRS funding per primary student 2014 & 2015 ●base SRS funding per secondary student 2014 & 2015
ED0573_15	SQ14-002158	Wright, Penny	written	written	Outcome 2 - Schools and Youth	Schooling Resource Standard	What is the national Schooling Resource Standard for primary and secondary schools for 2015
ED0574_15	SQ14-002159	Wright, Penny	written	written	Outcome 2 - Schools and Youth	School enrolments by sector	<p>4.Please provide the following enrolment figures by school sector (Govt, Catholic, Independent) by state and national for the following categories for the years 2009 to 2013:</p> <ul style="list-style-type: none"> ●Low SES, Quartiles 1 - 4 ●Indigenous ●Students with disabilities ●Remote and very remote
ED0575_15	SQ14-002160	Wright, Penny	written	written	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA: Schools funding 2009-2013	<p>5.Please provide the following funding figures for government, Catholic and Independent schools by state and national as estimated by ACARA for the years 2009 to 2013.</p> <ul style="list-style-type: none"> ●Average Australian Government recurrent income per student ●Average State/territory government recurrent income per student ●Average income from fees, charges and parent contributions per student ●Average income from other sources per student ●Total average gross recurrent income per student ●Total average net recurrent income per student ●Total Australian Government capital expenditure per student ●Total State/territory government capital expenditure per student ●Total government capital expenditure per student
ED0576_15	SQ14-002161	Wright, Penny	written	written	Outcome 2 - Schools and Youth	Australian Education Act Review	<p>1.How many organisations were invited to make submissions to the review of the command and control features of the Australian Education Act? Please provide the names of those organisations.</p> <p>2.How many organisations were invited to attend consultations as part of this review?</p> <p>3.When will the results of this review will be made public?</p>

ED0577_15	SQ14-002162	Wright, Penny	written	written	Outcome 2 - Schools and Youth	Review of indexation - schools	<p>1.The Minister advised stakeholders in January a review of indexation arrangements would take place and consultations on the terms of reference would be held in late May 2014. Has that consultation taken place or is it yet to occur?</p> <p>2.If it has taken place, what organisations were consulted with?</p> <p>3.Will the review be completed, as the Minister indicated, by March 2015? If not, what is the revised timetable?</p> <p>4.Has the department been advised that no changes will be made to the current indexation rates prior to 2018?</p>
ED0578_15	SQ14-002163	Wright, Penny	written	written	Outcome 2 - Schools and Youth	National School Chaplaincy Programme - consultation	<p>1.In the periods leading up to the Federal Budget and again following the Williams II High Court decision - who did the Minister consult with about the National School Chaplaincy Program?</p> <p>2.What correspondence and meetings has the Minister had with stakeholders about removing the option of secular welfare workers since coming to Government?</p> <p>3.Did the Minister write, speak or meet the Australian Christian Lobby about the national chaplains program between September 7, 2013, and the announcement of the National School Chaplaincy Program?</p>
ED0579_15	SQ14-002164	Wright, Penny	written	written	Outcome 2 - Schools and Youth	National School Chaplaincy Programme - consultation by department	In the periods leading up to the Federal Budget and again following the Williams II High Court decision - who did the Department consult with about the National School Chaplaincy Program?
ED0580_15	SQ14-002165	Wright, Penny	written	written	Outcome 2 - Schools and Youth	National School Chaplaincy Programme - guidelines	How does the Department define 'proselytise', 'evangelise', 'pastoral care' and 'spiritual advice' in the context of the NSCP?
ED0581_15	SQ14-002166	Wright, Penny	written	written	Outcome 2 - Schools and Youth	Flexible literacy for remote schools	<p>Direct Instruction</p> <p>1.What process did the department use to determine how the \$22 million flexible literacy for remote schools program would be allocated?</p> <p>2.When did the department advertise that project applications were open or being opened?</p> <p>3.How many organisations or consortiums submitted applications?</p> <p>4.On what dates did project applications open and close?</p> <p>5.What process was used to assess the applications received and was anybody outside of the Department of Education involved? If so where were those people from?</p>
ED0582_15	SQ14-002167	Wright, Penny	written	written	Outcome 2 - Schools and Youth	Good to Great Schools Australia	<p>Direct Instruction</p> <p>6.On what date was Good to Great Schools Australia notified it would be given the \$22 million?</p> <p>7.Can you provide a copy of the contract entered into with Good to Great Schools Australia?</p> <p>8.Has the department sought legal advice as to whether it is legally able to provide this funding for schools via Good to Great Schools Australia given the recent Williams High Court case?</p>
ED0583_15	SQ14-002168	Wright, Penny	written	written	Outcome 2 - Schools and Youth	Direct Instruction - outcomes in remote primary schools	What research does the department have that shows improvements in student outcomes in remote Australian primary schools using Direct Instruction or Explicit Instruction?
ED0584_15	SQ14-002169	Wright, Penny	written	written	Outcome 2 - Schools and Youth	Teach for Australia	<p>1.How is Teach for Australia accountable for the money it is given by the Australian Government?</p> <p>2.Are there specific limits on how all or part of the funding can be used? Is so what are they?</p> <p>3.Is the company required to return funding not spent specifically in the provision of services? If so, has it done so?</p>
ED0585_15	SQ14-002170	Wright, Penny	written	written	Outcome 2 - Schools and Youth	Students with disability	<p>1.What reports have been prepared or are being prepared relating to the outcomes of the 2014 Nationally Consistent Collection of Data on Students with a Disability?</p> <p>2.What reports have been prepared relating to the use of the data for the creation of a disability loading? Please provide copies of those reports where available.</p>
ED0586_15	SQ14-002200	Wright, Penny	written	written	Outcome 2 - Schools and Youth	Students with a disability - replacement of the National Partnership mechanism	What will replace the National Partnership mechanism for students with a disability in 2015?

ED0587_15	SQ14-002201	Wright, Penny	written	written	Outcome 2 - Schools and Youth	Access to additional disability funding	What is the process for schools to access additional disability funding?
ED0588_15	SQ14-003047	Wright, Penny	written	written	Outcome 2 - Schools and Youth	2014 Nationally Consistent Collection of Data on Students with a Disability (NCCD)	When did the department receive the full results of the 2014 Nationally Consistent Collection of Data on Students with a Disability (NCCD)? What does the 2014 NCCD show are the proportion of students with disability in schools? What is the proportion in public schools and in non-government schools? What is the proportion in public and private schools in each state and territory? How does the national proportion of students with disability in the 2014 NCCD compare with the proportion found in earlier NCCD collections (including trials)? Why is the NCCD judged to be not of a sufficient quality to use in determining a funding loading? What are the flaws in the collection and what is being done to fix them? How much has been spent by the Commonwealth to assist in paying for the professional development of teachers and principals to allow them to accurately assess SWD as part of the NCCD? What is the budget commitment for this in 2015 given the flaws identified in the collection so far? When will the 2015 NCCD take place?
ED0589_15	SQ14-002379	Xenophon, Nick	written	written	Outcome 2 - Schools and Youth	Partnership Brokers program	Can the department provide an update on the progress of funding for the Partnership Brokers program?
ED0590_15	SQ14-002380	Xenophon, Nick	written	written	Outcome 2 - Schools and Youth	Partnership Brokers Program	In response to a question I placed on notice last estimates (ED0272_15), the department stated that no modelling had been done into the impacts of ceasing funding for the program. Has any modelling been done since? a. If so, what did the modelling show? b. If not, why not? How can a decision be made to cease funding a project with no knowledge of what the impacts will be?
ED0591_15	SQ14-003050	Carr, Kim	22/10/2014	1/05/2001	Cross Portfolio	Contract CN2300311	Senator KIM CARR: Can I go to CN2300311? This is in regards to management advisory services for \$200,000 to KPMG, which is, again, by open tender. Do you have a copy of that? Ms Paul: No, I don't. In fact, sometimes we will be told which numbers senators might be interested in, so if you wish to do that, because it is a bit hard to have them all, and then we can be a bit better prepared for it. Senator KIM CARR: Do you have access to the contract details for management services? Ms Paul: It is not ringing bells. Senator KIM CARR: It is for \$200,000 for a contract period between May and September of this year. I would like to know what management services are required for the Department of Education. Ms Paul: Sure. Let me take it on notice for you. Senator KIM CARR: When will you be able to come back to me on it? Ms Paul: We should be able to get it quite quickly; perhaps through the course of the day.
ED0592_15	SQ14-002060	Carr, Kim	22/10/2014	1/05/2002	Outcome 1 - Early Childhood Education and Care	CN2300301 Price Waterhouse Coopers contract	Ms Wilson: Basically there was a group of services that claimed that they were not financially viable and were seeking additional financial assistance. We got PricewaterhouseCoopers in to come and have a look and to work with them to understand their business model. The final report is expected shortly. Senator LINES: How many services was that? Ms Wilson: There are currently 10 under assessment. Ms Paul: By the sounds of it, I think, we are hoping that through this work PricewaterhouseCoopers can help those services strengthen their own capabilities in this area. Senator LINES: Can we get a list of those services? Ms Paul: Sure. I am happy to take it on notice.

ED0593_15	SQ14-002062	Wright, Penny	22/10/2014	1/06/2002	Cross Portfolio	Travel expenses - Airport facilitation	<p>Senator WRIGHT: I understand that the education department was billed almost \$4,000 including for VIP departures to and from Heathrow and a day suite at their Carinthia hotel, which costs \$1,300.</p> <p>Ms Paul: I do not think that that is entirely correct. Yes, the VIP facilitation was paid for, and that would be quite normal. Usually that sort of facilitation and coming and going, particularly when the minister and the delegation is going to work a full working day having just landed somewhere. In terms of rooms and so on-</p> <p>Senator WRIGHT: Can I just stop you and get a bit more clarity there. Your first answer indicated that you didn't think the education department paid it and it would have been the Department of Finance, I think you said. First of all, let's go back to VIP departures to and from Heathrow. Who paid for those?</p> <p>Ms Paul: I think the department paid.</p> <p>Senator WRIGHT: The Department of Education?</p> <p>Ms Paul: I think that is right.</p> <p>Senator WRIGHT: I would like some real specificity about this.</p> <p>Ms Paul: Sure. But I do not think it is \$4,000. I am happy to take it on notice. It will be a lot less than that.</p> <p>Senator WRIGHT: What I said was that the department was billed almost \$4,000 for items including VIP departures to and from Heathrow and a day suite at the Carinthia Hotel, which cost \$1300. So we will talk about the VIP facilitation first. Can you give us some details about what that would be and how much that figure was?</p> <p>Ms Paul: I do not know the figure. It was well less than the figure you are suggesting, although I note that you are suggesting it covered a range of things. I am happy to take that on notice.</p> <p>Senator WRIGHT: I appreciate that. Thank you. I suggest that probably it is a figure that would not take too long to ascertain. Would you be able to get that during the course of the day for us?</p> <p>Ms Paul: We will see if we can do that during the course of the day. I have taken it on notice, at any rate.</p> <p>Senator WRIGHT: So what would that be for?</p> <p>Ms Paul: Any cabinet minister who has travelled would know that this is quite normal. It is just the</p>
ED0594_15	SQ14-003049	Carr, Kim	22/10/2014	1/07/2001	Outcome 3 - Higher Education, Reform & Support	contract number CN2611941 QILT surveys	<p>In regards to contract number CN2611941, which is for the administration of QILT surveys-</p> <p>Ms Paul: Yes, Quality Indicators of Learning and Teaching.</p> <p>...</p> <p>Senator KIM CARR: How many other bidders were there for the contract?</p> <p>Mr Griew: I suggest that I get you that information when we go to outcome 3 this afternoon. I have some information here but not the number of bidders.</p> <p>Senator KIM CARR: Contracts are a normal cross portfolio matter.</p> <p>Ms Paul: We can take it on notice. We can have that for you this afternoon.</p>

ED0595_15	SQ14-003051	Wright, Penny	22/10/2014	1/07/2001	Outcome 3 - Higher Education, Reform & Support	London travel - Carinthia Hotel	<p>Ms Paul: What I was trying to say was that, yes, an amount covered, I think, three rooms and that the reason, among other things, that the Carinthia was chosen for the delegation was that the Carinthia does not charge for early access. With most hotels, as you would know, you have to pay for an extra night to come in early. So in this instance the taxpayer was saved the money of an extra night of accommodation in London because that particular hotel does not charge. I was not being uncertain so much about the amount, and I am happy to take that on notice. I am not sure whether the department paid that or the Department of Finance paid. But I can assure you that it was for multiple rooms. It is the commission's choice. We leave it in their hands, obviously, as you do in most of these engagements. But also, I do know that this particular hotel, unlike most, does not charge. So we saved the cost of one night.</p> <p>Senator WRIGHT: Was there no room available at the High Commission?</p> <p>Ms Paul: Probably not. Having been there, it is pretty full. It is full of offices and so on. This was a day of work, when we were arriving from another country, leaving to another country and squeezing a full day of meetings with Minister Willetts and others into a full working day. So it was appropriate, and certainly the High Commission's recommendation to make the arrangements. It represented value in terms of the High Commission's perspective.</p> <p>Senator WRIGHT: I just have two more questions on that. Firstly, what was the name of the suite that was booked?</p> <p>Ms Paul: There was no name, I don't think. It was just hotel rooms. I am not sure why they call it a suite. Maybe it is just their own language. It was not anything out of the ordinary.</p> <p>Senator WRIGHT: You seem fairly sure about your answer, but not completely sure. Can I ask you to take that on notice and see if it was named as a certain suite.</p> <p>Ms Paul: Sure. It seemed like a normal hotel to me with rooms. That is what we seemed to be in.</p> <p>Senator WRIGHT: It may well have been. But if you could just take that on notice, thank you.</p> <p>Ms Paul: Yes, I am happy to.</p>
ED0596_15	SQ14-002066	Wright, Penny	22/10/2014	1/07/2002	Outcome 3 - Higher Education, Reform & Support	London Travel - run of the program	<p>Senator WRIGHT: Also, I understand that although that suite was booked out for the day, the minister actually attended meetings outside that suite. He was, for a significant portion of the day, actually at the High Commission or at the High Commissioner's residence. Can you confirm that he did have meetings and what those meetings were?</p> <p>Ms Paul: We had a full day of business in London. I can't recall the full run of meetings. They certainly included, for example, the most important reason for that trip, which was to strike a completely new piece of architecture with the UK called the Australia UK education agreement. We actually agreed with the then minister for higher education, Minister Willetts, amongst other things, a form of agreement between Australia and the UK on higher education collaboration covering international education and other aspects of higher education. That is actually a really important thing to do and has never been done before. So that is the highlight of the day. Otherwise I would have to give you the run of the program on notice.</p> <p>Senator WRIGHT: Thank you, Ms Paul.</p>

ED0597_15	SQ14-002068	O'Neill, Deborah	22/10/2014	1/09/2002	Outcome 3 - Higher Education, Reform & Support	London business -Travel Guidelines	<p>Senator O'NEILL: What I really want to ask is, in the last part did the department have any advice to the minister about the application of the guidelines in this particular situation in regards to overseas travel?</p> <p>Ms Paul: I do not know. I would have to take that on notice. I think that the guidelines are well known and I believe they were being adhered to.</p> <p>....</p> <p>Ms Paul: I am confident that the entitlements that the minister were entitled to were shared.</p> <p>Senator O'NEILL: If you could provide the details of all of the discussions and agreements that were achieved at the meetings, or any of the engagements with regard to the minister's travel, that would be interesting.</p> <p>Ms Paul: Yes, sure. In particular, as I said in evidence to Senator Wright, the highlight of the trip in education terms was the striking of a whole new piece of architecture with the UK-the Australia-UK education agreement, or AUKED. It seems to be the way of these things that they become an acronym. But it was actually really important and very encouraging that we were able to strike an agreement in such a short space of time on significant higher education collaboration between the two countries. I have the agreement in front of me. It was agreed to towards the end of the trip after there had been iterations between the UK government, our people and DFAT et cetera. It allows for ongoing work between the two countries in the areas of international education, a range of higher education focuses and so on. It is quite an important thing. Australia has agreements with the UK in defence areas and so on, but has not had agreements in the more human services side.</p> <p>Senator O'NEILL: We would be interested to have that made available to us.</p>
ED0598_15	SQ14-003052	Carr, Kim	22/10/2014	1/11/2002	Cross Portfolio	Deregulation	<p>Ms Wilson: The second phase is actually the quantification. The first phase was the identification of all of the regulation and the second phase is focused on identifying the cost. So take the information from stage one and identify the cost of that. That is due by the end of this year to the Office of Deregulation, which, as Ms Paul says, is the central organisation and Prime Minister and Cabinet pulls all of this information together.</p> <p>Senator O'NEILL: Have you achieved any reductions since it was established, at this point in time?</p> <p>Ms Paul: Yes, we have. We have looked at the various reporting requirements, in particular. I would probably put it that way.</p> <p>Senator O'NEILL: When you say you have looked at it, does that mean you have recorded or changed?</p> <p>Ms Paul: We have made some changes already, yes. Which is good.</p> <p>Senator KIM CARR: Is it possible to get a list of the measures that the government has accepted that the department has recommended be reduced in terms of reporting requirements? A full list, across all the divisions.</p> <p>Ms Paul: Yes, that is fine. We can do that. It has been a really good whole-of-department and whole-of-government effort, and we can easily do that because of course the stock takes allow us to. Repeal day was part of this whole move.</p>

ED0599_15	SQ14-002069	O'Neill, Deborah	22/10/2014	1/12/2002	Cross Portfolio	Deregulation unit	<p>Senator O'NEILL: So all of this moving back and forth costs some money. What is the total cost of running the unit?</p> <p>Ms Paul: We spelt that out both in the QON and here. It is just the cost of the people. But we have absorbed it. It is just the cost of the existing staff. It is the seven people.</p> <p>Senator O'NEILL: And what is that?</p> <p>Ms Paul: I'd have to add at what levels they are. I am happy to take that on notice. It is a small unit. It is part of a section.</p> <p>Senator KIM CARR: It is the seven salaries.</p> <p>Senator O'NEILL: On average, what are the salaries?</p> <p>Ms Paul: I don't know. But as I say, we have absorbed it within our existing resources at any rate.</p> <p>Senator O'NEILL: The department of social security has a unit.</p> <p>Ms Paul: Sure, they would.</p> <p>Senator O'NEILL: They are spending about \$700,000 to \$1 million on this unit.</p> <p>Ms Paul: We will be getting a lot more than that back. That is a bigger department than ours. We simply have the cost of the seven people, but we have absorbed it anyway so it is really no cost overall.</p> <p>Senator O'NEILL: If you could provide us with the cost of this unit.</p> <p>Ms Paul: Sure. But the point is that we have absorbed it. There is no new costs.</p>
ED0600_15	SQ14-002085	Wright, Penny	22/10/2014	1/12/2002	Outcome 2 - Schools and Youth	Professor Barry Spurr's involvement in the curriculum review	<p>Senator WRIGHT: I have some questions for Senator Payne, representing the minister about the curriculum review, and in particular the involvement of Professor Barry Spurr. The education minister has said that his office had nothing to do with Professor Spurr's selection as a reviewer. However, Professor Spurr's e-mails reveal that he received a request from the education minister to review the Californian high school curriculum. First of all, can you confirm if that is correct?</p> <p>Senator Payne: I cannot, Senator. But I am happy to take that on notice and seek advice.</p>
ED0601_15	SQ14-002086	Wright, Penny	22/10/2014	1-13-2	Outcome 2 - Schools and Youth	Contact with Professor Spurr	<p>Senator WRIGHT: I am interested in knowing how many times the education minister or his office contacted Professor Spurr in the course of his work as a reviewer on the national curriculum review.</p> <p>Ms Paul: We have been advised that there has been no contact.</p> <p>Senator WRIGHT: The advice as to the education department or the minister and the minister's office?</p> <p>Senator Payne: The minister.</p> <p>Ms Paul: The minister and his office.</p> <p>Senator WRIGHT: If you could confirm, because that is inconsistent with what is one of the e-mails.</p> <p>Ms Paul: Well, that is not what I am advised. My advice is that there was no involvement in the engagement and so on.</p> <p>Senator WRIGHT: So the engagement is one issue, but the ongoing work that he is doing. You understand the question I am asking?</p> <p>Ms Paul: Indeed.</p> <p>Senator WRIGHT: I am interested to know if any other reviewers were given any directions that could be characterised as being similar to that assertion in the Professor's e-mail by the education minister as to what to consider in their reviews?</p> <p>Ms Paul: I don't believe so, and that is because our view of things was that the minister was very careful to stay removed from the review. So the minister was actually very conservative about even how many times he met with the reviewers. He let the reviewers do their thing. It is the two reviewers I'm talking about now. In terms of the minister or his office meeting with anyone else who were working to those reviewers, I would be surprised. I don't think that happened.</p> <p>Senator O'NEILL: Again, if you could take that on notice and confirm that answer</p>

ED0602_15	SQ14-002087	Wright, Penny	22/10/2014	1-14-2	Outcome 2 - Schools and Youth	Cost of the Curriculum Review	<p>Senator WRIGHT: There was not actually a specific topic of curriculum review on the schedule, so I was wanting to ask these here, although I do understand that it may fall into another subject area as well. The department may be able to help me with this question. What was the full cost of the curriculum review?</p> <p>Mr Cook: Allocation was \$300,000. I think we provided that evidence previously.</p> <p>Senator WRIGHT: You did, yes.</p> <p>Mr Cook: The cost as of 30 September was \$283,157.</p> <p>Senator WRIGHT: Is there foreshadowed to be further expenditure from that allocation at this stage?</p> <p>Mr Cook: I doubt it. There might be some minor expenditure, but I can take that on notice.</p>
ED0603_15	SQ14-002088	Wright, Penny	22/10/2014	1-14-3	Outcome 2 - Schools and Youth	Appointment of Professor Spurr to the Australian Curriculum review	<p>Senator WRIGHT: How were the expert reviewers used as part of the curriculum review appointed? Who briefed them and how much were they paid?</p> <p>Mr Cook: They were identified by the two reviewers.</p> <p>Senator WRIGHT: Professor Wiltshire and Doctor Donnelly?</p> <p>Mr Cook: That is correct. I am assuming they had consultations and discussions together about those reviewers. They were appointed then under a standard contract by the department. The cost for each report was \$8,250.</p> <p>Senator WRIGHT: What is the total sum that has been paid to Professor Spurr?</p> <p>Mr Cook: It would have been \$8,250, as part of that report.</p> <p>Senator WRIGHT: So Professor Spurr was selected to participate in the curriculum review in the same way?</p> <p>Mr Cook: That is correct.</p> <p>Senator WRIGHT: He would have been identified by Doctor Donnelly and/or Professor Wiltshire and approached by them?</p> <p>Mr Cook: That is my understanding.</p> <p>Senator WRIGHT: Do you know if either of those particular reviewers suggested him or where the initial suggestion came from?</p> <p>Mr Cook: No. That would have been a matter for the two reviewers. We were not part of that process.</p> <p>Senator WRIGHT: Is it possible to ascertain that process? Can the department ask?</p> <p>Ms Paul: Ask the reviewers?</p> <p>Senator WRIGHT: Yes, as to what the process was for appointing Professor Spurr.</p> <p>Ms Paul: If you would like us to, we can take that on notice.</p>
ED0604_15	SQ14-002089	Wright, Penny	22/10/2014	1-15-2	Outcome 2 - Schools and Youth	Curriculum Review - reviewers	<p>Senator WRIGHT: At some point was Minister Pyne or his staff advised as to who the reviewers were that had been appointed and at which point?</p> <p>Ms Paul: I am not sure.</p> <p>Mr Cook: We can take that on notice.</p>

ED0605_15	SQ14-003053	Carr, Kim	17/11/2014	1-15-3	Outcome 3 - Higher Education, Reform & Support	deregulation issue	<p>Senator KIM CARR: Can I come back to this question about the deregulation issue? The claim is that you deregulate to save money. That is the claim. I read, for instance, an article in The Daily Telegraph on 20 October. It is obviously from the government propaganda unit. It says that the axe is falling on silly laws. That is the headline. It is clearly a media drop. It says that the sustainable research excellence survey is being removed, saving \$2.1 million to the university. That is the assertion in the article. I want to test that claim. Are you familiar with the assertion that the SRE financial data return is being removed?</p> <p>Ms Paul: No, I am not. I am not familiar with it. It may well be the case among one of many in the portfolio. I am not aware of that report, no.</p> <p>Senator KIM CARR: Clearly you are not responsible for what appears in the newspaper. I accept that proposition. It may well be that the journalist has been misinformed. But that is the claim. We might be able to answer it now.</p> <p>Mr Griew: I am going to suggest that we come back with detailed evidence. But there are a number of instances like that. I would have to check. I do not have it in my folder. There are a number of these data collections that we have been systematically going through with the unit that works to Ms Wilson. And we have removed a number of either duplicate or unnecessary collections.</p> <p>Senator KIM CARR: I understand that proposition. But the article asserts that it has been abolished, when in fact what you are doing-and I read the department's own website-is relying on an old survey.</p> <p>Mr Griew: As I said, I am happy to get you the details on that SRE data collection.</p>
ED0606_15	SQ14-002090	Wright, Penny	22/10/2014	1-15-3	Outcome 2 - Schools and Youth	Professor Spurr appointment details	<p>Senator WRIGHT: We only get one bite of the cherry. I have a couple more. When was Professor Spurr appointed? At what date?</p> <p>Mr Cook: We will have to take that on notice.</p> <p>Senator WRIGHT: Was it about the same time as other reviewers were chosen or was it later?</p> <p>Basically, if we could find out when all of the reviewers were appointed and then we can see.</p> <p>Ms Paul: Yes, that is fine.</p> <p>Senator WRIGHT: Thank you.</p>
ED0607_15	SQ14-002091	Carr, Kim	22/10/2014	1-17-2	Cross Portfolio	Outsourced contracts	<p>Senator KIM CARR: What I am interested to know is, how much are you intending to spend this year on outsourced contracts?</p> <p>Ms Paul: I will give it a go. I'm not sure we could actually easily do it, because we do not know what the needs are going to be. I am just being given what is already on AusTender. But you are already on AusTender. You actually want the predictions. I will see what we can do, because some of them will be standard. We can give it our best shot to work out what makes sense.</p>

ED0608_15	SQ14-002093	Wright, Penny	22/10/2014	1-18-2	Outcome 2 - Schools and Youth	curriculum reviewers	<p>Senator WRIGHT: I have a few more questions going back to the curriculum review. I am interested to know if any of the reviewers who were appointed are connected with the Institute of Public Affairs of the Centre for Independent Studies?</p> <p>Ms Paul: I do not know.</p> <p>Mr Cook: I will have to take that on notice. I am not aware of that level of detail.</p> <p>Senator WRIGHT: That would be useful in terms of all of the reviewers.</p> <p>Ms Paul: We would not have known, of course, because we were not-</p> <p>Senator WRIGHT: Obviously we don't have the right people here to ask that question of, so you will need to take that on notice.</p> <p>....</p> <p>Senator WRIGHT: Thank you for that. Again, how many of the reviewers who were appointed-and again I understand that perhaps you will not be able to give this answer now-were on the Menzies Research Centre's academic advisory board? Is it just Greg Melleuish and Alex Robson or were there others?</p> <p>Ms Paul: We will take it on that same question on notice, if you like.</p> <p>..</p> <p>Senator WRIGHT: I would like to ask, then, what would qualify him as a curriculum expert? If you could ask the reviewers who appointed him to provide that information. The one public school teacher who was appointed to the 16 reviewers is Michele Chigwidden, who lives and works in Minister Pyne's electorate. I am interested to know what her expertise is in relation to the curriculum, how she came to be selected, why she was selected and if it is a coincidence that she lives in Minister Pyne's electorate or whether that was one of the aspects that was taken into account?</p>
ED0609_15	SQ14-002094	O'Neill, Deborah	22/10/2014	1-19-2	Outcome 2 - Schools and Youth	Curriculum review appointments	<p>Senator O'NEILL: Did the department provide advice to the government about a range of acknowledged experts in the field?</p> <p>..</p> <p>Mr Cook: Yes, the department, as it would normally do around an appointment process like this, has provided a number of names to the minister.</p> <p>Senator O'NEILL: And you did that on this occasion?</p> <p>Mr Cook: That is correct.</p> <p>Ms Paul: Yes.</p> <p>Senator O'NEILL: So there were additional people who could have been selected by the minister?</p> <p>Mr Cook: As there always would be around an appointment process.</p> <p>Senator O'NEILL: Roughly how many people would you normally recommend?</p> <p>Ms Paul: I think we have been through this before, and I think we took it on notice. We will probably have to do that again-unless you know?</p> <p>Mr Cook: No.</p> <p>Ms Paul: We will take it on notice if you like, again, but I think we may have answered it, possibly in the February estimates.</p> <p>Mr Cook: Yes, because we would have done this last year. We actually did the briefing last year.</p> <p>Senator O'NEILL: I cannot recall receiving the list of the people that you recommended though.</p> <p>Mr Cook: I am not sure we can give you the list.</p> <p>Ms Paul: No, we would not have, because that would have been advice to the minister, but it was the number that I thought we had. Anyway, let us take it on notice again.</p>
ED0610_15	SQ14-002061	O'Neill, Deborah	22/10/2014	1-25-2	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA: National Curriculum (phonics)	<p>Senator O'NEILL:That is why I am asking you on notice to provide a comprehensive list of how phonics features and featured at the time the minister made the comment in the national curriculum. If you can take that on notice, Dr Lambert?</p> <p>Dr Lambert: We will take that on notice.</p>

ED0611_15	SQ14-002063	O'Neill, Deborah	22/10/2014	1-25-3	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA: Cross curriculum priorities	<p>Senator O'NEILL: In terms of the cross-curriculum priorities, which is another area in which there has been great brouhaha, lots of conversation and lots of column inches, is there anything in the national curriculum that has just been reviewed that mandates that these cross-curriculum priorities must be directly included in the teaching of thermodynamics, integration or the process of DNA, for instance? Mr Randall: The feature of the Australian curriculum is to focus on the content descriptions. That is what our documentation says we would like young people to learn. Then, we have had what we call 'content elaborations' to provide some more support and advice. We have just recently changed our representation on our website to make these things clearer about what is explicitly in the content descriptions and where the cross-curriculum priorities are that have come up in the elaborations. To go to your question, looking at the three areas you mention, we will take that on notice. My understanding-and Dr Lambert can confirm it-is that I do not think the content descriptions that pick up that subject matter, if you like, would include reference or linking to cross-curriculum priorities.</p>
ED0612_15	SQ14-002064	O'Neill, Deborah	22/10/2014	1-28-2	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA: NAPLAN	<p>Senator O'NEILL: One of the reasons for the shift to online NAPLAN testing was not just to provide a richer and more similar challenging experience for students at different levels of capacity but to provide a more timely return of information to the teachers and the parents so that it might begin to approach being diagnostic. At the moment, it is a deliberative statement about capacity that is very much removed from when the test occurs and when the result comes back. In plain talk, if teachers were relying on the NAPLAN to do their diagnostic analysis of their own students, they would have wasted five months. They need to be able to do this much more timely. With the inability to deliver online testing in 2016, what is that going to do to improving the diagnostic capacity of this test?</p> <p>Senator O'NEILL: What is the best this year? Mr Randall: I would need to check that, but I think one state got close you issuing individual student reports within 12 or 13 weeks after the completion of testing.</p>
ED0613_15	SQ14-002107	O'Neill, Deborah	22/10/2014	1-29-2	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA: standards of states and territories	<p>Mr Randall: You are talking about New South Wales department schools. We would be having a conversation with the New South Wales department about their transition strategy and about whether they were going to move all of their schools in one year or whether they were going to do a three-year transition. Then we might have the question of whether they have a live connection or whether we are caching it. If I go back to your Copacabana example, on what we currently know about it, for their numeracy and their reading results, they would get that information. They would have some information as soon as the kids have completed the assessment. I do not mean individual kids; we would wait for all of them. The writing assessment was the point that Dr Rabinowitz talked about. We are looking to have that marked online. Depending on the connection, that may have to be something that is uploaded, then marked, and then returned. That is the caveat, Senator, to a complete answer.</p> <p>Senator O'NEILL: If you could give me in writing who is going to get the pen and paper tests. Mr Randall: I would not be able to give you that. I can give you the standards that we are talking about.</p>
ED0614_15	SQ14-002065	O'Neill, Deborah	22/10/2014	1-34-2	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA: elements in the curriculum	<p>Senator O'NEILL: I think Mr Randall's comments about balance are very important. Fearmongering that creates an impression in a public place that these issues are not covered is simply that: it is fearmongering; it is not accurate. To put this matter to bed, in relation to the elements that I have just questioned you about: on notice, could you provide a comprehensive list or description of where these elements feature in the curriculum? I am always mindful of the depth issue. I would love to have more on particular areas myself. The independence of ACARA in making reasoned judgements about making sure that it is there and not overly represented has absolutely been important.</p> <p>Mr Randall: We will do that.</p>

ED0615_15	SQ14-002067	O'Neill, Deborah	22/10/2014	1-35-2	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA: when each part of the curriculum was implemented	<p>Senator O'NEILL: The report is not, but much of the speculation in public has been alluding to that or is creating that impression. Can I go to a completely different question? Has the curriculum been in place for five years?</p> <p>Mr Randall: The English, maths, science and history curriculum was approved in 2010, I think, and then 2011. There were two cycles of approval: one around the content and then when we brought the achievement standards back. That is when it was signed off by what is now called the Education Council.</p> <p>Senator O'NEILL: So even the oldest bit is not yet five years old. There has been a whole lot of staged implementation, hasn't there?</p> <p>Mr Randall: Yes.</p> <p>Senator O'NEILL: Could you take on notice a full breakdown of when each part of the curriculum was implemented or is expected to be implemented in classrooms, state by state?</p> <p>Mr Randall: English, maths, science and history?</p> <p>Senator O'NEILL: Yes, and any information you can give us on the other areas as they are developing. That would be wonderful.</p> <p>Mr Randall: Yes we can. We will take that on notice.</p>
ED0616_15	SQ14-002070	O'Neill, Deborah	22/10/2014	1-40-2	Agency - Australian Curriculum, Assessment & Reporting Authority (ACARA)	ACARA: cost of developing the existing national curriculum	<p>Senator O'NEILL: I have a final question. Could you give a total indication of the cost of developing the existing national curriculum and all of its components?</p> <p>Mr Randall: I will take that on notice. The answer is yes, I can; I just do not have it in front of me now.</p>
ED0617_15	SQ14-002071	Carr, Kim	22/10/2014	1-49-2	Agency - Australian Research Council (ARC)	ARC: competitiveness agenda	<p>Senator KIM CARR: Can I turn to the question of the competitiveness agenda that was recently announced by the government. You are currently supporting a number of centres of excellence through the Linkage projects and other funding arrangements. You are supporting industrial transformation hubs. What percentage of the overall ARC budget is spent on initiatives that go to questions of industry collaboration?</p> <p>Prof. Byrne: That is a hard question to answer off the top of my head, but we will give that number to you on notice. I am happy to do that.</p>
ED0618_15	SQ14-002072	Carr, Kim	22/10/2014	1-49-3	Agency - Australian Research Council (ARC)	ARC: Linkage funds	<p>Senator KIM CARR: Do the Group of Eight get roughly 40 per cent of the Linkage funds?</p> <p>Prof. Byrne: Again, I would have to take that on notice, but that is about correct.</p>
ED0619_15	SQ14-002073	Carr, Kim	22/10/2014	1-49-4	Agency - Australian Research Council (ARC)	ARC: (Linkage) industry engagement	<p>Senator KIM CARR: With regard to industry engagement, how much co-investment is there from industry?</p> <p>Prof. Byrne: Again, with our ITRP schemes, it is a 50-50 contribution from industry. With Linkage, it is a little more variable and, again, I will happily provide that number on notice because I do not have it with me.</p>
ED0620_15	SQ14-002074	Carr, Kim	22/10/2014	1-50-2	Agency - Australian Research Council (ARC)	ARC: Industry Innovation and Competitiveness Agenda?	<p>Senator KIM CARR: What was the level of consultation the ARC had in the formation of the Industry Innovation and Competitiveness Agenda?</p> <p>Prof. Byrne: There were some very broad meetings very early on, but most of that was done without a high degree of consultation with us.</p> <p>Senator KIM CARR: When were these meetings early on?</p> <p>Prof. Byrne: Several months ago. We have had various conversations.</p> <p>Senator KIM CARR: Which months?</p> <p>Prof. Byrne: April? I would have to take that on notice.</p>
ED0621_15	SQ14-002075	Carr, Kim	22/10/2014	1-52-2	Agency - Australian Research Council (ARC)	ARC: CRC programs	<p>Senator KIM CARR: What about CRC program; are there any CRC programs collaborating with the Industrial Transformation Research Hubs?</p> <p>Prof Byrne: I do not think we have any of them as formal partners, but I would have to take that one on notice.</p>
ED0622_15	SQ14-002076	Carr, Kim	22/10/2014	1-56-2	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA: new applications since 13 May 2014	<p>Senator KIM CARR: With regard to the applications for new providers, you gave us an answer to a question on notice at the Senate inquiry into the higher education bill. You told the committee that many inquiries and applications had been received from new providers in the past 12 months. That is from page 73 of the Hansard record. How many new applications have you received since the government budget announcement on 13 May?</p> <p>Prof. Saunders: Again, I would have to take that on notice given the specific date that you have mentioned.</p>

ED0623_15	SQ14-002077	Rhiannon, Lee	22/10/2014	1-57-2	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA: student data exemptions (re: footnote 6 from report)	<p>Senator RHIANNON: I want to start with your statistics report on registered higher education providers. On page 4 is a footnote that I am interested in getting a greater understanding of. It was footnote 6, which says:</p> <p>" 10 providers that did not report to HEIMS were also not required to submit 2013 PIR data due to either being a new provider or regulatory context."</p> <p>What is the regulatory context in which a provider is not required to provide TEQSA with student data?</p> <p>Prof. Saunders: I would have to take that on notice. I cannot answer that.</p>
ED0624_15	SQ14-002078	Rhiannon, Lee	22/10/2014	1-58-2	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA: multiple registered providers that are under one corporate structure	<p>Senator RHIANNON:How many higher education providers have a structure whereby multiple registered providers are under one corporate structure?</p> <p>Prof. Saunders: I would have to take that question on notice too.</p>
ED0625_15	SQ14-002079	Rhiannon, Lee	22/10/2014	1-58-3	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA: accreditation	<p>Senator RHIANNON: Has there been any increase in the number of inquiries you have received about accreditation? You described in an earlier response that you are getting about 30 to 40 inquiries for new providers. I just wanted to check over what period that was and whether that is fairly normal or is going up?</p> <p>Prof. Saunders: As I said, in the last 12 months we have had 30 to 40 inquiries, which have ranged from very brief inquiries through to some quite detailed discussion. At the moment we are receiving about one new application a month-that is the same as the last financial year. We are receiving new applications for course accreditations at about 10 a month, and it was 10 a month last financial year.</p> <p>Senator RHIANNON: Did you see a spike after the budget?</p> <p>Prof. Saunders: To my knowledge, no, but I will take that on notice and get back to you.</p>
ED0626_15	SQ14-002080	Rhiannon, Lee	22/10/2014	1-59-2	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA: in relation to ED0347_15 (time for a provider to receive registration)	<p>Senator RHIANNON: In response to question on notice ED0347_15 you stated that the longest time for a provider to receive registration was 554 days. Could you inform the committee what the name of this provider was-and was the registration for the provider itself or for a particular course?</p> <p>Prof. Saunders: If it is a renewal of registration, it is about a provider; it is not about a course. For a course, we use the terms 'accreditation' and 'reaccreditation'. So it would be the registration of a provider. I do not have the details of who that provider is nor why it was 554 days. I will take that on notice.</p> <p>Senator RHIANNON: If you could take on notice why it was so long and what the name was, that would be appreciated. I am still not sure if it was registration for the provider itself or for a course. Could you clarify that, please?</p> <p>Prof. Saunders: Certainly.</p>
ED0627_15	SQ14-002081	Rhiannon, Lee	22/10/2014	1-59-3	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA: detail on what proportion of accredited courses fit within each field-of-education stream	<p>Senator RHIANNON: Could you please provide the committee with detail on what proportion of accredited courses fit within each field-of-education stream as defined by the Department of Education? I am aware that there are a lot of them, but I am trying to understand how this process is going to work.</p> <p>Prof. Saunders: I can take that on notice. I am just wondering whether or not some of that might already be in our statistics about field of education and courses. But I will take it on notice rather than waste the committee's time now.</p>

ED0628_15	SQ14-002082	Carr, Kim	22/10/2014	1-61-2	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA: Alphacrucis College re-registration	<p>Senator KIM CARR: I will come to another particular matter because time is short: the Alphacrucis College re-registration. I have sought advice on this before; this is the education arm of the Assemblies of God. According to your website it comes up for registration in August 2020. As I understand it, there is a requirement for providers to be reviewed every five years, yet this provided has been registered for six years. Can you confirm that Alphacrucis College has had its registration renewed until August 2020?</p> <p>cont. page 62</p> <p>Prof. Saunders: I would have to take that on notice, but I would make mention of the fact that the maximum period of registration is in fact seven years. It may well be, given that they have been recommended to 2020, that they were done in the last 12 to 18 months and got full registration. It may be have been that they got less than that.</p> <p>Senator KIM CARR: I appreciate that you do not have the detail in front of you. When was the date of its re-registration?</p> <p>Prof. Saunders: I will have to take that on notice.</p> <p>Senator KIM CARR: Can you indicate to me what criteria was used?</p> <p>Prof. Saunders: It would have been the standard criteria. I will take that on notice, but my belief is it would be using the standard criteria, not the core-plus extension model that we have in place now.</p>
ED0629_15	SQ14-002083	Carr, Kim	22/10/2014	1-62-2	Outcome 3 - Higher Education, Reform & Support	CSP funding: eligibility of Alphacrucis College	<p>Senator KIM CARR:can you tell me: will the Assemblies of God Alphacrucis College be eligible for CSP funding, given that they currently have registration?</p> <p>Mr Griew: There are two parts here. One is being registered as a higher education provider and the other is delivering courses that are accredited by TEQSA. Providers that meet both of those criteria under the legislation will be eligible to provide-</p> <p>Senator KIM CARR: Can you give me a yes or no answer?</p> <p>Mr Griew: I do not know the details of the registration of the college or the accreditation of its courses, so I would have to check that. Those are the two criteria.</p> <p>Senator KIM CARR: You will take that on notice.</p> <p>Mr Griew: Absolutely</p>
ED0630_15	SQ14-002084	Carr, Kim	22/10/2014	1-62-3	Agency - Tertiary Education Quality & Standards Agency (TEQSA)	TEQSA: Macleay College	<p>Senator KIM CARR: The answer that was given to me was that they were in discussion regarding the second condition in which the college was, I understand, noncompliant. Is the college [Macleay College] now operating in a compliant fashion?</p> <p>Prof. Saunders: Those discussions are still ongoing, but are almost at a conclusion, and I would certainly be confident that they will be able to be compliant.</p> <p>Senator KIM CARR: A condition was increasing academic support for staff. Was that one of the conditions?</p> <p>Prof. Saunders: I would have to take that on notice.</p> <p>Senator KIM CARR: I have them here in front of me. You could just tell me whether these are right and which areas remain outstanding: increasing academic support for staff in line with student projections; timing and particulars in regard to full-time and permanent appointments; support the development of sessional staff for the development of academic leadership; support for the development of teaching and learning knowledge and skills and culture; and criteria for assessment of the equivalent professional practice. It is clearly an issue in regard to the operations of staffing at the college. Is that the issue that remains outstanding?</p> <p>Prof. Saunders: I would have to take that on notice.</p>
ED0631_15	SQ14-003054	Lines, Sue	17/11/2014	1-80-2	Outcome 1 - Early Childhood Education and Care	CSP funding	<p>Senator LINES: Your website also states that during May 2014 'the Department of Education will write to all family day care services in receipt of CSP funding to provide further details on the changes'. How many letters and emails were sent, and can you provide a list of services that received a letter from the department?</p> <p>Mrs Pearce: I would have to take that on notice.</p> <p>Ms Wilson: All the letters went out between 26 May and 30 May. I just do not have a list of all of them.</p> <p>Mrs Pearce: It would have been to all services at that time.</p>

ED0632_15	SQ14-002540	Lines, Sue	22/10/2014	1-80-2	Outcome 1 - Early Childhood Education and Care	List of locations in which the information sessions about the CSP changes were held	<p>Senator LINES: Isn't early next year a bit late to get businesses organised?</p> <p>Ms Pearce: That is one of the reasons we are running this business support package at the moment. We have had very good response rates; we have already assisted 600 individuals and 63 per cent of services.</p> <p>Senator LINES: Can you give us a list of where you have done those consultations?</p> <p>Ms Pearce: I have not got it with me, but-</p> <p>Ms Wilson: They have been all around Australia.</p> <p>Ms Pearce: All over Australia.</p> <p>Ms Wilson: And they have actually done 'webinars' with people in remote areas of Queensland and remote areas of other states. In many cases, we have had 50 register and 200 turn up; I have not heard of that sort of thing before.</p> <p>Ms Paul: There is no doubt that it has made an enormous difference. The really deep engagement with the sector by Ms Wilson and her colleagues has made a huge difference to just giving the right information to people. I am sure that is what has been reflected in the amount of interest but also in the relatively low level of negative representations, which is always a bit of an indicator.</p> <p>Senator LINES: Have you consulted in Western Australia?</p> <p>Ms Pearce: I am sure that we have.</p> <p>Ms Wilson: We can confirm that.</p> <p>Ms Pearce: Every state and territory-</p> <p>Senator LINES: Because all of the service providers that I met with-private, local government and schemes-were very concerned about having to pass on significant costs to parents, because of-</p> <p>Ms Paul: It just is not the most significant part of the funding.</p> <p>Ms Pearce: That is correct.</p> <p>Ms Paul: The significant part of the funding is the CCB.</p> <p>Senator LINES: So they have got it wrong, have they?</p> <p>Ms Paul: Of course, we respect people's concerns, and it is for that reason that we have engaged so deeply. Perhaps you spoke with them before they had been to some of these sessions-</p>
ED0633_15	SQ14-002018	Lines, Sue	22/10/2014	1-81-2	Outcome 1 - Early Childhood Education and Care	Self Assessment Tool for Family Day car service operators	<p>Senator LINES: Did you alert services to the existence of the tool?</p> <p>Ms Wilson: Yes, we did. Family Day Care Australia, who are doing all of this on our behalf-because they are doing all of this business support package-have put out many different alerts in many different ways to notify services.</p> <p>Senator LINES: So, formally, they were asked to do that on your behalf.</p> <p>Ms Wilson: That is right.</p> <p>Senator LINES: Did the government make an announcement about the self-assessment tool?</p> <p>Ms Wilson: As I said, we fund NSW Family Day Care and Family Day Care Queensland for that project. They are doing it on behalf of us. I cannot recall whether there was a separate press release about the tool, but we can take that on notice.</p>
ED0634_15	SQ14-002019	Lines, Sue	22/10/2014	1-82-2	Outcome 1 - Early Childhood Education and Care	Funding to New South Wales Family Day Care Association and Family Day Care Association of Queensland for consultation	<p>Senator LINES: How much funding did you give to New South Wales Family Day Care Association and Family Day Care Association of Queensland to undertake the consultation?</p> <p>Ms Wilson: The whole package, which includes face-to-face information sessions and contact all across Australia as well as business support and case management for individual services who might find themselves having issues about restructuring their business, was about \$1 million in total.</p> <p>Senator LINES: Was that split equally across New South Wales and Queensland?</p> <p>Ms Wilson: I do not have the detail of how exactly the money was divided. But it was basically for the task to be done and for New South Wales and Queensland to divide the task between themselves.</p> <p>Senator LINES: Is there some kind of formal agreement?</p> <p>Ms Wilson: That is right.</p> <p>Senator LINES: Are you able to table that?</p> <p>Mrs Pearce: I have not got the formal agreement.</p> <p>Ms Wilson: We can certainly take it on notice.</p>

ED0635_15	SQ14-002020	Lines, Sue	22/10/2014	1-85-2	Outcome 1 - Early Childhood Education and Care	Long Day Car Professional development program	<p>Senator LINES: What is the final amount that will be allocated per head of that funding?</p> <p>Ms Wilson: I think we have spoken about this before. It is variable. There were various loadings. It was not just a loading for a full-time equivalent but also a loading if you were an early childhood teacher; there is a geographic loading as well. So it is not a straightforward answer to that question</p> <p>Senator LINES: Rather than bog us down here, can you provide a breakdown nationally-by state and territory and by electorate?</p> <p>Ms Wilson: I would have to take that on notice. I am not sure how we are collecting the information or how easy it is to provide. Are you asking for a state average or something?</p> <p>Senator LINES: I am trying to get to how much is allocated per head. I appreciate, as you said, that there are different loadings for different levels of professionalism, and I guess also for regional and remote et cetera. So there must be some kind of formula.</p> <p>Ms Paul: There is a formula, and we can spell that out. That is probably the best way to take it on notice.</p> <p>Senator LINES: That would be good. Just to get back to the 2,000-odd.</p>
ED0636_15	SQ14-002021	Lines, Sue	22/10/2014	1-90-2	Outcome 1 - Early Childhood Education and Care	withdrawal of CSP funding	<p>Senator LINES: Can you give the committee a list of all the services that have been notified of a CSP funding withdrawal and the reasons provided to each of those services?</p> <p>Mrs Pearce: The reasons will be that they do not meet the eligibility criteria. But I can certainly provide that on notice.</p>
ED0637_15	SQ14-002022	Lines, Sue	22/10/2014	1-90-3	Outcome 1 - Early Childhood Education and Care	withdrawal of CSP funding appeal	<p>Senator LINES: How would a service know that it can appeal?</p> <p>Ms Paul: We would have to go back to the July 2013 advice to services and see what it said. The list we have taken on notice is also the list which arises from the changes made in July 2013.</p> <p>Senator LINES: Have any schools or services been offered a waiver in the past?</p> <p>Ms Wilson: Sorry, a waiver?</p> <p>Senator LINES: Yes, or an exemption-sorry.</p> <p>Ms Wilson: I guess it depends on what period you are talking about. For special circumstances over the history of the program, some probably have been offered them in the past. We would have to take that on notice.</p>
ED0638_15	SQ14-002023	Lines, Sue	22/10/2014	1-91-2	Outcome 1 - Early Childhood Education and Care	Data on schools currently offering out-of-school-hours care	<p>Senator LINES: Are you able to provide the committee with the number of schools currently offering out-of-school-hours care, including schools that outsource that service-say, a church group or some other group running that service but providing it on school grounds?</p> <p>Ms Wilson: Are you talking about in relation to this particular-</p> <p>Senator LINES: No, just generally.</p> <p>Ms Wilson: As at December last year we had about 8,700 outside-school-hours services in total.</p> <p>Senator LINES: When you say 'about'-</p> <p>Ms Wilson: I mean 8,773, to be exact.</p> <p>Senator LINES: Thank you. Are you able to also provide the number of services that are provided off school sites and are you able to do that by state and territory?</p> <p>Mrs Pearce: I think we would have to take that on notice. I am not sure that we would have data in that form.</p> <p>Senator LINES: If you have that data, what percentages do they represent?</p>

ED0639_15	SQ14-002024	McKenzie, Bridget	22/10/2014	1-91-3	Outcome 1 - Early Childhood Education and Care	Geographical information - childcare data	<p>Ms Wilson: When ANAO came through in 2012 they identified that we had not been regularly updating our geographical information based on the most up-to-date data.</p> <p>CHAIR: Why were we not doing that? Why were we not regularly updating it so that we could be as up-to-date as possible with these payments? Was there something internally?</p> <p>Ms Paul: I do not know.</p> <p>Ms Wilson: It should have been updated at the point in time of the next review after the latest data became available. I am not sure why it did not happen in this instance. Obviously, for a couple of years it did not happen.</p> <p>CHAIR: Yes. Was the previous minister briefed by the department on that decision?</p> <p>Ms Paul: I do not know. It must have been, on the decision, I presume. I do not know. Do you mean the decision taken in July 2013?</p> <p>CHAIR: Yes.</p> <p>Ms Paul: I imagine so, but we would have to take that on notice.</p>
ED0640_15	SQ14-002025	McKenzie, Bridget	22/10/2014	1-92-2	Outcome 1 - Early Childhood Education and Care	use of 2001 ABS census data	<p>CHAIR: And, we do not know why in 2013 the education department was using 2001 ABS census data to assess CSP eligibility?</p> <p>Ms Wilson: No.</p> <p>CHAIR: Are you able to take on notice?</p> <p>Ms Wilson: I can try to find someone who was around.</p> <p>CHAIR: Could you try and find somebody who was around then to find out why?</p> <p>Ms Paul: Other than me.</p>
ED0641_15	SQ14-002026	Lines, Sue	22/10/2014	1-92-3	Outcome 1 - Early Childhood Education and Care	PBS data - community support program	<p>Senator LINES: Can you provide the committee with the budget and the forward estimates for each of the programs? You have outlined community support, childcare quality support and inclusion and professional development. Are you able to do that?</p> <p>Ms Wilson: Against those administered items that I just went through-</p> <p>Senator LINES: Yes.</p> <p>Ms Wilson: to provide a bit more breakdown?</p> <p>Senator LINES: Yes. The budget and the forward estimates for each of those programs.</p> <p>Ms Wilson: Obviously, I could get from the PBS but you are asking for a more granular breakdown.</p> <p>Senator LINES: Yes.</p> <p>Ms Wilson: I am happy to take that on notice.</p> <p>Senator LINES: For example, if there are other programs under community support, could you list those. So that you understand what I am asking for-a breakdown.</p> <p>Ms Wilson: Yes.</p> <p>Ms Paul: I do understand what you are saying. We will list them against the subitems which are at the hyphens on pages 32 and 33. That will expand what is in the PBS on page 31, which simply rolls it all up. We are happy to do that</p>
ED0642_15	SQ14-002027	Lines, Sue	22/10/2014	1-93-2	Outcome 1 - Early Childhood Education and Care	Community Support Program	<p>Senator LINES: Yes, if we could just see the breakdown. Are there any other programs and functions funded under this program that are not picked up there?</p> <p>Ms Paul: Under childcare services?</p> <p>Senator LINES: Yes.</p> <p>Ms Paul: It looks like there are some programs. On page 33, it also mentions program support, including the Australian Early Development Index and HIPPY.</p> <p>Senator LINES: Yes, if you can give me that as well.</p> <p>Ms Wilson: We can itemise that.</p>
ED0643_15	SQ14-002028	Lines, Sue	22/10/2014	1-93-3	Outcome 1 - Early Childhood Education and Care	Community Support Program	<p>Senator LINES: Just on those programs again, have any been renamed and/or grouped under this heading since the last budget? Has anything been shifted around? You might have to take that on notice, because you might not know that off the top of your head.</p> <p>Ms Wilson: I do know one. The AEDI is now called the Australian Early Development Census, not 'index'. I just have to check the timing of that, but my recollection is post the budget.</p> <p>Senator LINES: If you could look at that and what the new program names are.</p>

ED0644_15	SQ14-002029	Lines, Sue	22/10/2014	1-93-4	Outcome 1 - Early Childhood Education and Care	Current programs and the budgets for those programs that support children	<p>Senator LINES: How many children nationally and in each state and territory would be classified as needing extra support? So that you are clear about what I am asking for, are you able to explain the current programs and the budgets for those programs that support children, for example, with disability; children who need learning support; children from non-English speaking backgrounds; and Aboriginal and Torres Strait Islander children?</p> <p>Ms Wilson: To go to your first question, the number of children supported by the Inclusion Support Subsidy, which is what the program is called, in 2012-13, it was about 12,550 to be exact; and, in 2013-14, it was 12,752.</p> <p>Senator LINES: Can you give that by each state and territory?</p> <p>Ms Wilson: I can take that on notice. I do not have it with me at the moment.</p>
ED0645_15	SQ14-002030	Lines, Sue	22/10/2014	1-93-5	Outcome 1 - Early Childhood Education and Care	Productivity Commission inquiry	<p>Senator LINES: I want to go to the Productivity Commission inquiry. It is due to present its final report to the government on 31 October 2014. Obviously the government will have to table that in 25 sitting days. Does the government, the minister or the department have a timetable in mind for this?</p> <p>Ms Wilson: I think this is still subject to government consideration.</p> <p>Senator LINES: Yes, that is why I also ask the minister. Beyond the 25 days of the Productivity Commission report sitting in the parliament, does the government have a timetable in mind for publicly releasing the report?</p> <p>Senator Payne: It is a matter for government. I do not have any advice from the minister on that, no.</p> <p>Senator LINES: Is it possible for you to take that on notice?</p> <p>Senator Payne: Certainly.</p>
ED0646_15	SQ14-002031	McKenzie, Bridget	22/10/2014	1-95-2	Outcome 1 - Early Childhood Education and Care	The Parenthood	<p>CHAIR: I will go to the web address and I shall do an investigation, but if you could also just let me know who the minister met with.</p> <p>Ms Wilson: Sure. We should have that information.</p>
ED0647_15	SQ14-002032	Lines, Sue	22/10/2014	1-99-2	Outcome 1 - Early Childhood Education and Care	Child Care Early Learning Projects	<p>Senator LINES: I am after a list. When you said 'across a number of programs', I want you to list those programs and the savings.</p> <p>Ms Paul: They are listed on page 83.</p> <p>Senator LINES: The dot points?</p> <p>Ms Paul: It says \$14.7 million from Child Care Early Learning Projects.</p> <p>Senator LINES: Yes, but what are the projects?</p> <p>Ms Paul: You want to know what is inside them?</p> <p>Senator LINES: Yes.</p> <p>Ms Paul: That is fine. We may have to take that on notice.</p> <p>Senator LINES: I am after what is in the projects and what the savings against each one are.</p> <p>Ms Paul: That is fine. When we say, 'We streamlined program delivery,' you want to know what we actually did?</p> <p>Senator LINES: Yes. Thank you, Ms Paul.</p> <p>Ms Paul: That is fine.</p> <p>Senator LINES: Have any non-government organisations had their funding reduced, cancelled or not extended?</p> <p>Ms Paul: From those savings?</p> <p>Senator LINES: Yes.</p> <p>Ms Paul: We might roll that into the answer.</p> <p>Senator LINES: All right. Lovely. Could you provide me a list of organisations?</p> <p>Ms Paul: I am not sure there have been, but that is what we will go to.</p> <p>Senator LINES: And then what service they had previously delivered for that funding?</p> <p>Ms Paul: I think, on the whole, these were savings which were prospective, and my recollection is they did not have an impact on existing contracts and so on. I am pretty confident about that. I am not sure that you would find there would be any services which have had funding cut. I think that would be true. It is prospective-</p> <p>Senator LINES: If you could check that and-</p>

ED0648_15	SQ14-002033	Wright, Penny	22/10/2014	1-102-2	Outcome 2 - Schools and Youth	Federal funding and the outlawing of corporal punishment in schools	<p>Senator WRIGHT: As part of the answer, when I was asking you about that at that time, on behalf of the education minister you said: " the Australian government does not support corporal punishment as an approach to student behaviour management in schools "</p> <p>I think that is an accurate quote from the answer that you gave.</p> <p>Senator Payne: I am not in the habit of quoting myself, so-</p> <p>Senator WRIGHT: I can understand that, but I took that from the Hansard. Save the Children Australia has called on all federal education funding to be conditional upon states outlawing corporal punishment. Their rationale is that Australia is a signatory to the Convention on the Rights of the Child, which outlaws all forms of physical and humiliating punishment of children. They say, 'Until corporal punishment is outlawed completely, Australia is failing its obligations under the treaty.' I am asking you whether or not this is something the federal government would consider-tying federal education funding to be conditional upon states outlawing corporal punishment.</p> <p>Senator Payne: Are you asking me?</p> <p>Senator WRIGHT: Yes.</p> <p>Senator Payne: I do not have any information that would assist me in shedding light on that for you. I will certainly take that on notice and seek advice from the minister.</p>
ED0649_15	SQ14-002034	O'Neill, Deborah	22/10/2014	1-105-2	Outcome 2 - Schools and Youth	Commonwealth School funding model	<p>Senator O'NEILL: It is the 'comprehensive' that is a bit too much. I just want some quick answers so that we can get to the facts.</p> <p>CHAIR: Mr Cook, you can take it on notice.</p> <p>Mr Cook: I am happy to provide more detail on notice. My only quick comment on this is that in those documents-and, yes, they are available-the budget does not go beyond 2017-18. So I have no idea how Queensland could possibly say what the Australian government is going to give them, considering the budget papers do not go beyond 2017-18. I do not know how Queensland have assumed what the CPI rate will be in 2024-25. Maybe they have information that I do not about what the CPI will be in 2024-25. They would have to know that to get that figure.</p> <p>Senator O'NEILL: They are modelling it.</p> <p>Mr Cook: The Commonwealth school funding model does not go beyond 2019, so I do not how they got the figures beyond that.</p> <p>CHAIR: Maybe you could take the detail on notice.</p> <p>Mr Cook: I will have to take it on notice, because I honestly have no idea how they would have done this.</p>
ED0650_15	SQ14-002035	O'Neill, Deborah	22/10/2014	1-109-2	Outcome 2 - Schools and Youth	Independent public schools initiatives	<p>Ms Paul: Do you want us to try to get a list of those schools? Is that what you are after?</p> <p>Senator O'NEILL: Yes.</p> <p>Mr Cook: We would have to go back to the states about. The states have not provided the names. In some states, such as Victoria, it is every single government school that will get funding through this program.</p> <p>Ms Paul: We can say that on notice, if you like, if it is clear that it is every government school.</p> <p>Senator O'NEILL: Please do. The number was 1,500, wasn't it?</p> <p>Mr Cook: That is correct.</p> <p>Senator O'NEILL: The promise was that there were going to be 1,500 schools.</p> <p>Ms Paul: It will exceed that because, for example, in Victoria, as Mr Cook says, every public school will be undertaken some independent public school initiatives.</p> <p>Senator O'NEILL: But they are not going to become independent public schools.</p> <p>Ms Paul: These are all initiatives as per the election commitment under the five domains, which are known to promote autonomy in schools. In other states there would be a subset of schools. If you like, we can take that on notice, but it will exceed 1,500.</p>

ED0651_15	SQ14-002036	O'Neill, Deborah	22/10/2014	1-111-2	Outcome 2 - Schools and Youth	Schooling Resource Standard (SRS) and funding for 2018 and 2019	<p>Senator O'NEILL: So are we not going to see what the difference is for years five and six in those documents?</p> <p>Mr Cook: We could only do what was available in the budget-because we do not know what the budget in 2018 and 2019 will be at this point.</p> <p>Senator O'NEILL: But we did know what the commitment for years five and six were.</p> <p>Mr Cook: The commitment from the previous government was-no-one was going to reach the full SRS. The aim was 95 per cent, and not all states and territories agreed to that. I think Victoria agreed to be 80-something per cent-Ms Paul?</p> <p>Ms Paul: I cannot remember.</p> <p>Mr Cook: We can provide that on notice.</p>
ED0652_15	SQ14-002037	O'Neill, Deborah	22/10/2014	1-111-3	Outcome 2 - Schools and Youth	Schooling Resource Standard (SRS)	<p>Senator O'NEILL: I have a couple of detailed questions that I will put in on notice, but can I just ask this question: the Australian Education Act says that the SRS grows by 3.6 per cent a year. Is that correct?</p> <p>Mr Cook: Correct.</p> <p>Senator O'NEILL: Using that, could you please also show what the SRS will increase to, in each year to the end of the decade? And can you show the gap between what school funding will be in each state and territory, compared to the SRS? I understand that, past a certain point, you are only going to be able to anticipate the Commonwealth.</p> <p>Mr Cook: I will obviously have to take that on notice.</p> <p>...</p> <p>Senator O'NEILL: Where does the SRS fit into that model then, in your view?</p> <p>Ms Paul: Perhaps-let us say, to be technically correct, I think what we might do is take it on notice, as we have just done-we can roll it into that other question which Mr Cook has just taken on notice. And we will give you the proper description of the SRS, which is not in front of me here. I think that would be the most helpful thing.</p> <p>Senator O'NEILL: Some plain-speaking language for Australians to understand, please.</p> <p>Ms Paul: Sure, we can try that!</p>
ED0653_15	SQ14-002038	Wright, Penny	22/10/2014	1-112-2	Outcome 2 - Schools and Youth	P-Tech school location	<p>Senator WRIGHT: Is there a particular reason for picking Geelong?</p> <p>Mr Cook: It was a government decision. The government decided the location.</p> <p>Senator WRIGHT: Any light to shed on that, Senator Ryan?</p> <p>Senator Ryan: I was not privy to the decision itself, but I would say, as a Victorian, that Geelong is a region going through an economic transition-as it did just over 20 years ago. Its industry has been slowly changing from one that relied heavily on a traditional manufacturing base to one with lighter manufacturing, food manufacturing and even a growing tertiary education sector. I think Geelong is a logical place to consider trialling such a project.</p> <p>Senator WRIGHT: I hear that that is your speculation, with respect, on that. That may well be the case. Is it possible to take that on notice?</p>
ED0654_15	SQ14-002039	Wright, Penny	22/10/2014	1-112-3	Outcome 2 - Schools and Youth	Corporations interested in P-Tech Schools	<p>Senator WRIGHT: The federal Minister for Education, Christopher Pyne, said that fast food giants and mining firms could be among the corporations interested in the concept in Australia. I would be interested in understanding, from the point of view of either the department or the senator representing the minister, how a partnership with McDonalds might benefit schoolchildren in Australia.</p> <p>.....</p> <p>Senator WRIGHT: I appreciate that you did not make the statement, but, given that the Minister for Education has said this as part of his announcement of a significant amount of money for an idea he has picked up and is running with, I think it is quite reasonable to ask-a lot of people are asking-how a partnership with a fast food organisation could benefit Australian children's education. I am asking you to take it on notice and get a response from the minister.</p> <p>Senator Ryan: I will ask the minister if he wants to add to those comments.</p>

ED0655_15	SQ14-002040	O'Neill, Deborah	22/10/2014	1-118-2	Outcome 2 - Schools and Youth	Students with disability loading	<p>Senator O'NEILL: So there is a change on the horizon. It would be very interesting if you could provide a full list of the meetings and consultations that have been undertaken in relation to developing this loading for the students with disability.</p> <p>Ms Paul: Oh gosh-over what time period? There have been so many.</p> <p>Mr Cook: Five years?</p> <p>Senator O'NEILL: How about we start around 7 September 2013-that is a pretty clear line in the sand.</p> <p>Ms Paul: Well, it has been ongoing.</p> <p>Mr Cook: There have been many, many. It has been to Education Council a number of times. There is a joint working group, as you would be aware, that has met; it last met last week. There have been many AESOC meetings. We can provide that.</p>
ED0656_15	SQ14-002041	O'Neill, Deborah	22/10/2014	1-118-3	Outcome 2 - Schools and Youth	Nationally consistent disability data collection	<p>Mr Cook: A number of reports have been commissioned to support the work around nationally consistent disability data collection. That is not necessarily by the government as such, because this is shared by all states and territories, as you are aware. The joint working group oversees that work, which happens to be chaired by the Commonwealth, as well as the states and territories and the non-government sector as well.Senator O'NEILL: Are those reports available publicly?</p> <p>Mr Cook: I am not sure. I am happy to take it on notice. They might be still informing education ministers, so at this point they may not be. I will have to check.</p> <p>Senator O'NEILL: If there are ones that have been completed, I would be very keen to see them.</p> <p>Ms Paul: They will probably be up on the websites, I should imagine. They are national reports. We can send an answer on notice and attach the links and so on.</p>
ED0657_15	SQ14-002535	O'Neill, Deborah	22/10/2014	1-119-1	Outcome 2 - Schools and Youth	New Chaplaincy program	<p>Mr Thomas: In framing the new program to be delivered by the states and territories, the Commonwealth has set out some terms for participation in the program that are required by states and territories. That has been articulated to jurisdictions as part of their consideration to participate in the program.</p> <p>Senator O'NEILL: Could you provide those criteria and any details of agreements with the states and territories?</p> <p>Mr Thomas: No agreement has been reached with states and territories at the moment. That is with education ministers for consideration.</p> <p>Mr Cook: They have agreed to participate, and they have all formally written to the senator to participate. They now have the project agreement, which is the documentation for them to sign. It sets out the conditions, but they have all been consulted on and know about these conditions.</p> <p>Senator O'NEILL: Could you provide details of the departmental meeting at a departmental-ministerial level, and any information about what was discussed or decided? That would be helpful.</p> <p>Mr Cook: Sure.</p>
ED0658_15	SQ14-002042	O'Neill, Deborah	22/10/2014	1-119-2	Outcome 2 - Schools and Youth	Chaplaincy programme	<p>Senator O'NEILL: So you are able to provide a breakdown of the numbers of positions under the program by state?</p> <p>Senator Ryan: Not the exact number, because there is a slightly different amount of money available to urban schools versus rural and regional schools-the \$20,000 versus \$24,000. We can take on notice the provision of funding, but only when the program is put in place will we know the exact number of chaplains.</p>
ED0659_15	SQ14-002043	O'Neill, Deborah	22/10/2014	1-122-2	Outcome 2 - Schools and Youth	Chaplaincy programme	<p>Senator O'NEILL: ... Could I ask you to provide me with a full list of every religion and grouping that a chaplain can be employed under because I want to put beyond doubt what is included and what is not included in this policy. The answer which referred me to this, I do not think was a satisfactory one.</p>

ED0660_15	SQ14-002044	Carr, Kim	22/10/2014	1-122-3	Outcome 3 - Higher Education, Reform & Support	Senate Committee hearing into the Higher education research reform Amendment Bill	<p>Senator KIM CARR: The point is the original table that was referred to at those hearings went right back for a number of years. Were there any other measures whereby those funding initiatives were used as offsets?</p> <p>Mr Griew: I really do not think so because during most of that time we were in the industry department but I can check that for you.</p> <p>Ms Paul: Certainly from the other department's point of view.</p> <p>Senator KIM CARR: It was my recollection that the higher education programs were quarantined from industry programs?</p> <p>Mr Griew: I will check both but my recollection is that was mostly the case. The one exception on the other side that comes to mind is the transfer of funding for the Gonski reforms-but we can check.</p>
ED0661_15	SQ14-002045	Carr, Kim	22/10/2014	1-123-2	Outcome 3 - Higher Education, Reform & Support	expenditure on universities	<p>Senator KIM CARR: No, I want a comparison in real dollars from 2007 through to 2013.</p> <p>Ms Paul: Of what, sorry?</p> <p>Senator KIM CARR: Of expenditure on universities, the cost in dollars. In fact, I suggest to the end of the forward estimates period, which would actually be 2017. The reference here is that would allow you to include the efficiency dividend announced by Dr Emerson.</p> <p>Mr Griew: What we have given you is a comparison form 2007 to 2016-the end of the forward estimates period-</p> <p>Senator KIM CARR: I thought the estimates period was to 2017?</p> <p>Mr Griew: We are using the calendar year from 2013-14, so it is 2013-14, 2014-15, 2015-16, 2016-17.</p> <p>Ms Paul: As at budget 2013, which is, I think, where you were placed.</p> <p>Mr Griew: On that reasoning it would be 2017-I will check that. What we have given you is percentage change in real terms.</p>
ED0662_15	SQ14-002046	Carr, Kim	22/10/2014	1-123-3	Outcome 3 - Higher Education, Reform & Support	university revenue per student place	<p>Mr Griew: We have gone to the HESA act and the senator is saying 'act' but it is under the Social Security Act.</p> <p>Ms Paul: Okay, I just want to be clear.</p> <p>Senator KIM CARR: I am assuming that includes EAF monies?</p> <p>Mr Griew: Yes.</p> <p>Senator KIM CARR: Does it include super science initiatives and all of those-the total spent on universities?</p> <p>Mr Griew: We will double check it but the other change you are making is you are asking for dollars, not the percentage change in dollars.</p> <p>Senator KIM CARR: Yes, a percentage would be helpful but given the argument around university funding, it would be interesting to know what your view is. To clarify this matter, which is probably where we get to in the middle of this extract on page 76, what I was looking for is a table on university revenue per student place. You said you could provide something for me in 2014 dollars. I said I had one in 2013 dollars. I am wondering if you could provide a 2014 update. Clearly there has been some confusion. You have implied that I did not want that; I clearly do want that.</p> <p>What I am looking for are university revenues per student place-operating grants excluding HECS loans, Commonwealth per place funding in billions, Commonwealth loadings by billions, total Commonwealth contribution in billions-from 2001. I presume, because you will have it now in the end of the current forward estimate periods through to 2018, I am looking for: HECS liabilities 2001-18, student contribution amounts, total student contribution amounts, total per place revenues, the number of Commonwealth subsidised places, the consumer price index, nominal Commonwealth contribution per student place, nominal student contribution, nominal total revenue per student, Commonwealth dollars and student dollars, real Commonwealth contribution per student place in 2014, real student contribution 2014, real total revenue per student Commonwealth and students 2014. I have provided you with a table. I trust that you can update that. Because that is what I thought we were talking about on 10 October.</p> <p>Mr Griew: We just thought you had moved on to the next thing and we misunderstood, but we can</p>

ED0663_15	SQ14-002047	Carr, Kim	22/10/2014	1-124-2	Outcome 3 - Higher Education, Reform & Support	University admissions data for 2015	<p>Senator KIM CARR: Can I first of all get the numbers? The 2.9 per cent-what is that in absolute terms, the number of students?</p> <p>Mr Griew: I think we should take that on notice: (a) it is volatile data and, (b) it is point-in-time. You would want to be confident you are comparing it with the same point in the process last year.</p> <p>Dr Taylor: And also, at this time I would prefer to take it on notice because sometimes we have to exclude states at different points in time because the data is not consistent.</p>
ED0664_15	SQ14-002048	Carr, Kim	22/10/2014	1-125-2	Outcome 3 - Higher Education, Reform & Support	Trend in mature age and part-time students	<p>Mr Griew: Because he is talking about people who are more likely to be-</p> <p>Senator KIM CARR: He is talking about mature age and part-time students. What can you tell me about the trend in mature age and part-time students, that is, the students for whom enrolment in higher education is a discretionary choice, to use his words?</p> <p>Mr Griew: I think that we would have to take that on notice because they are disproportionately going to be the direct entry students, when you think about who goes through TAC and who goes direct to universities.</p>
ED0665_15	SQ14-002049	Rhiannon, Lee	22/10/2014	1-126-2	Outcome 3 - Higher Education, Reform & Support	How many enabling places the Commonwealth funds	<p>Senator RHIANNON: ... While you are looking it up, I was interested in how many enabling places the Commonwealth funds?</p> <p>Mr Warburton: I will have that here, Senator. In 2014 there were 9,793 enabling places.</p> <p>Senator RHIANNON: That is the number of places. How many places does the Commonwealth fund, and what types of students are they meant to assist?</p> <p>Mr Warburton: I do not have the exact number of students covered by that. It would be roughly in the order of 1.4 times the number of places. For all sub-bachelor courses there are about 1.4 students in each place. I can take that on notice.</p> <p>Senator RHIANNON: For now, it is 1.4, which is the figure you just gave.</p> <p>Mr Warburton: That would give you a roughly correct figure.</p> <p>Senator RHIANNON: If you could take that on notice for the exact figure, thank you</p>
ED0666_15	SQ14-002050	Rhiannon, Lee	22/10/2014	1-127-2	Outcome 3 - Higher Education, Reform & Support	Total spend on enabling courses	<p>Senator RHIANNON: Can you give us some federal funding per student? Do you have that?</p> <p>Mr Griew: There is federal funding for students for things designated as enabling courses, but the notion of an enabling course is defined in the negative, so it is quite a wide range of actual things.</p> <p>Senator RHIANNON: Can you provide information the figures for that, even if it is a range?</p> <p>Mr Warburton: The funding rates for an enabling course are the same as for any other course. You go to the discipline funding structure.</p> <p>Senator RHIANNON: To the discipline funding structure?</p> <p>Mr Warburton: Yes. We pay cluster funding rates. We pay different rates for maths and for law and so forth.</p> <p>Senator RHIANNON: How much does a student have to pay? It sounds like it varies.</p> <p>Mr Warburton: Nothing, Senator.</p> <p>Senator RHIANNON: They do not have to pay at all for any enabling course?</p> <p>Mr Warburton: No. Enabling courses do not have student contribution amounts. They are currently exempt from student contributions.</p> <p>Senator RHIANNON: If you cannot give us an average per place, can you give us a total federal spend on enabling courses?</p> <p>Mr Warburton: Yes.</p> <p>Senator RHIANNON: Will you be continuing to fund these in the future?</p> <p>Mr Warburton: Yes.</p> <p>Senator RHIANNON: It is ongoing. Okay. I total spend, please?</p> <p>Mr Warburton: Will take that on notice.</p>

ED0667_15	SQ14-002051	Carr, Kim	22/10/2014	1-128-2	Outcome 3 - Higher Education, Reform & Support	Commonwealth contributions per student place with the 20% reduction	<p>Senator KIM CARR: Mr Griew, just further to that request I made earlier about revenue per student place: I neglected to formally ask you for a table which includes the real Commonwealth contributions per student place with the 20 per cent reduction that is announced in the budget.</p> <p>Mr Griew: You can ask for that, of course. The query, as I had taken it on board, revisiting it in my head-the question from Friday before last-was: as at the end of the previous government's administration, which was your point about including the efficiency dividend.</p> <p>Senator KIM CARR: No, we had gone beyond that. You said you would provide it to me in 2014 dollars, so I was looking for it up to 2018 now.</p> <p>Mr Griew: Yes. It is just that the exchange included a reference to the efficiency dividend-</p> <p>Senator KIM CARR: Yes, it did. But I am looking for a separate line table. I have assumed that you have got one of these tables readily to hand. So I would like a separate table with the effect of the 20 per cent reductions, with real-</p> <p>Mr Griew: So one table is: as at budget 2013 across the forwards, and one is at 2014 across the forwards.</p> <p>Senator KIM CARR: That is right. Is that all right? Does it make sense?</p> <p>Mr Griew: We can take that on notice.</p>
ED0668_15	SQ14-002052	Carr, Kim	22/10/2014	1-130-2	Outcome 3 - Higher Education, Reform & Support	structural changes in the education budget	<p>Senator KIM CARR: I have this table in front of me, and as I read it, across the 10-year period, according to the PBO, the effect of the structural changes in the education budget would see a cut of \$18 billion. Would you agree?</p> <p>Ms Paul: Well, you have given us one page, which is marked '30', out of a document that is not even identifiable as being from the PBO. So, I am quite uncertain about whether we can make too many observations. Mr Griew, being the highly numerate individual that he is, might have something to comment on. But really, truly, we would want to at least see pages one to whatever and not just 30.</p> <p>Senator KIM CARR: This goes to the full budget array. This is a specific one on higher education. You are not familiar with this report?</p> <p>Ms Paul: No.</p> <p>Senator KIM CARR: You do not agree that the structural adjustment effect is an \$18 billion reduction?</p> <p>CHAIR: Who is the author?</p> <p>Senator KIM CARR: The Parliamentary Budget Office.</p> <p>Mr Griew: We would have to understand how they have constructed that. I am not actually finding that figure on the page.</p> <p>Ms Paul: No, I do not see an 18; I do not see that anywhere.</p> <p>Senator KIM CARR: Would you like to take that on notice?</p> <p>Ms Paul: We will have to.</p>
ED0669_15	SQ14-002053	Carr, Kim	22/10/2014	1-130-3	Outcome 3 - Higher Education, Reform & Support	effect of the structural changes to the education budget	<p>Senator KIM CARR: I have asked the question. Is the PBO suggesting that, long term, the effect of the structural changes that the government is seeking to introduce would see a reduction in funding of \$18 billion</p> <p>Ms Paul: Funding continues to increase. We have given that in evidence before. I assume this has not just accounted for one budget's decisions.</p> <p>Senator KIM CARR: I have read the extract directly. You can take that on notice and tell me whether or not that interpretation is correct.</p>
ED0670_15	SQ14-002054	Rhiannon, Lee	22/10/2014	1-136-2	Outcome 3 - Higher Education, Reform & Support	Education institutes in Tasmania	<p>Senator RHIANNON: I have some questions about Tasmania from my colleague Senator Peter Whish-Wilson. In answer to question on notice number 0370_15, you indicated that out of the four private universities and 131 non-university providers currently registered with TEQSA only two have their headquarters in Tasmania-the Worldview Centre for Intercultural Studies and Tabor College. Are you aware that both of these institutions are Christian ministry training colleges?</p> <p>Mr Griew: I think we would have to take that on notice.</p> <p>Ms Borthwick: You are right: those are the two institutions.</p> <p>Senator RHIANNON: So you know that?</p> <p>Mr Griew: I do not have personal knowledge of it. I do not know whether my colleagues do.</p>

ED0671_15	SQ14-002055	Carr, Kim	22/10/2014	1-138-2	Outcome 3 - Higher Education, Reform & Support	overestimated enrolments at universities	Senator KIM CARR: Can Ms Borthwick tell me how much money has been suspended from payments to colleges over claims of overestimated enrolments in the last year? Ms Borthwick: No, I cannot. I will have to take that on notice. KIM CARR: I am talking about VET FEE-HELP scheme. How many providers have had to repay moneys involving this scheme? Ms Borthwick: I will have to take that on notice.
ED0672_15	SQ14-002056	Carr, Kim	22/10/2014	1-138-3	Outcome 3 - Higher Education, Reform & Support	VET FEE-HELP scheme	Mr Johnson: The projection for the financial year 2013-14 is around \$135 million. Senator KIM CARR: So it has gone down? Mr Johnson: That is a financial year effect. I do not actually have with me the full calendar year for 2014 to October. Senator KIM CARR: Would you take that on notice, please. Ms Borthwick, you indicated there were a number of providers that were eligible for the VET FEE-HELP scheme. Ms Borthwick: Yes. Senator KIM CARR: How many? Ms Borthwick: I said around 200. I think those were- Senator KIM CARR: Where do I find a list? Do you have a list, please? Ms Borthwick: We do, but I will have to take that on notice. Senator KIM CARR: Thank you. Is it possible for centres- Ms Borthwick: Sorry, can I just add that there is also an additional number which are both RTOs and higher education providers, so we will get that full list to you.
ED0673_15	SQ14-002057	Carr, Kim	22/10/2014	1-139-2	Outcome 3 - Higher Education, Reform & Support	VET FEE-HELP provider	Senator KIM CARR: I am concerned to know whether it is possible that a childcare training centre is able to offer VET FEE-HELP loans even though it is not an RTO, let alone an approved VET FEE-HELP provider? Ms Borthwick: I do not see how that is possible. If you give us a name, we can look into that. Senator KIM CARR: The report was broadcast on the ABC on Saturday-I referred to it earlier-but you would like the name of the particular college? Ms Borthwick: We can look up the report.
ED0674_15	SQ14-003150	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Projected school enrolments	Page 50 of the PBS outlines projected school enrolments across the forward estimates. Can the department provide school enrolment estimates beyond 2017-18, as outlined on page 50 of the PBS?
ED0675_15	SQ14-003151	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Capital grants to non-government schools	With reference to capital grants to non-government schools, as outlined in Program 2.2 of the PBS: -Why will the number of non-government schools benefiting from the capital grants decrease from 2013-14 to 2014-15? -How much money has been allocated to capital grants in each year of the forward estimates? How much will be allocated to the Catholic and independent sectors in each state/territory in each year? -Since 2007, and up to and including the current financial year, how much money has been allocated to capital grants for non-government schools each year? Can this be broken down by state/territory and sector? Can the Department provide a list of all schools that have benefited and details of the assistance provided to each school and the works undertaken?
ED0676_15	SQ14-003152	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Funding provided to the Catholic Education Commissions and Associations of Independent schools	With reference to the \$165 million provided to Catholic Education Commissions and Associations of Independent schools, as outlined on page 51 of the PBS: -How much money has been provided to each organisation in each state for each year of the forward estimates? -What are the expected outcomes of this funding for each organisation in each state? What outcomes are required as a condition of this funding? When is each outcome required by? -Since this funding was initially announced, have there been any changes to the program? Or the activities that are funded? -Can the Department please provide a list of the national reforms this money is assisting schools to implement?
ED0677_15	SQ14-003153	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Indigenous Boarding schools	Please provide the list of boarding schools that will receive funding under the Indigenous Boarding Schools initiative outlined on page 51 of the PBS.

ED0678_15	SQ14-003154	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Short term emergency assistance for non-government schools	With reference to the expenditure on short term emergency assistance for non-government schools outlined on page 52 of the PBS: -Why is the expected level of assistance more than doubled from 2013-14 to 2014-15? -For each of the last five years, which schools have been assisted, and how much has each school received? -What are the criteria for accessing this funding? Who makes the decision to provide funds? Do the funds have to be repaid? On what terms? -What method has the department used to estimate the future need for funding under this program?
ED0679_15	SQ14-003155	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Funding for: Independent; Catholic; and Government schools	For each year of the forward estimates, and for each state/territory: 1. What is the total commonwealth funding that will be provided to independent schools? How much of this change in funding is driven by a change in enrolments? And how much can be attributed to a change in the underlying Commonwealth funding per student? What are the predicted enrolments for independent schools? 2. What is the total commonwealth funding that will be provided to Catholic schools? How much of this change in funding is driven by a change in enrolments? And how much can be attributed to a change in the underlying Commonwealth funding per student? What are the predicted enrolments for Catholic schools? 3. What is the total commonwealth funding that will be provided to Government schools? How much of this change in funding is driven by a change in enrolments? And how much can be attributed to a change in the underlying Commonwealth funding per student? What are the predicted enrolments for government schools? 4. For each of the three school sectors what are the expected enrolments of Indigenous students, and students with disability?
ED0680_15	SQ14-003156	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Studying languages	With reference to the Government's election commitment to make sure 40 per cent of Year 12 students are studying a language other than English in a decade: -What programs are being put in place to achieve this? What are their targets, milestones and timeframes? -Will any additional resources be invested to achieve these targets? -How many language teachers will be required to achieve this target? Are there currently enough trained language teachers? If not, what strategies will be put in place to address this?
ED0681_15	SQ14-003157	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Children with disability enrolled in schools	With respect to children with disability: -How many children with disability are enrolled in schools in each state/territory, and how many are enrolled in each school sector - Government, Catholic and Independent? What are the enrolment estimates for future years? Please include estimated for the forward estimates, and further years if the information is available. -Under the Australian Education Act's loading for students with disability, how much money will be proved to each state and territory, and each school sector in each state and territory, over each of the next four years? -What is the total investment - state/territory and federal - that will be allocated to assist students with disability over the forward estimates? Please provide this information by state/territory and by school sector. Please also separate the state and commonwealth contributions.
ED0682_15	SQ14-003158	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Loading for schools or students under the Australian Education Act	With respect to each loading for schools or students under the Australian Education Act (small schools, remote schools, Indigenous students, students with disability, students with limited English, disadvantaged students): -How many students/schools will benefit from each loading in each state and territory in each year of the forward estimates? Please also break this information down by school sector for each state/territory. -What is the total Commonwealth funding that will be provided under each loading in each state and territory in each year of the forward estimates? Please also break this information down by school sector for each state/territory.

ED0683_15	SQ14-003159	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Evaluations of programs funded under Program 2.6: More Support for Students with Disabilities	Has the department received any evaluations of programs funded under Program 2.6: More Support for Students with Disabilities? Can the department provide these evaluations? If evaluations have not been received, will the department receive any? And when?
ED0684_15	SQ14-003160	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Programme 2.3 - Quality Outcomes and Grants and Awards	Pages 53-54 of the PBS refer to an administered item Quality Outcomes. In relation to this item: -Please list all the of the 'strategic projects' that are funded under this item - including the funding allocated to each and a description. Please outline the funding for each year of the forward estimates. -Please list all of the programs or organisations funded under the 'Grants and Awards Programme', including all of the research, parents' and principals' organisations that receive funds. Please provide a description of each funded program or organisation, along with any deliverables or outcomes linked to the funding. Please outline funding for each program or organisation for each year of the forward estimates.
ED0685_15	SQ14-003161	O'Neill, Deborah	written	written	Outcome 2 - Schools and Youth	Curriculum review	In relation to the Government's curriculum review, as well as the development of the current curriculum and its implementation: -How were the subject matter specialists appointed? -How was it decided who to interview for the review? -How was the weighting of submissions determined i.e. individual submission versus those from large representative groups such as those represented by AAAE? -What are jurisdictions doing to initiate and support professional learning for the implementation of the Australian Curriculum? -What strategic partnerships have been developed between jurisdictions and professional teacher associations to support the implementation of the Australian Curriculum? -What is being done to ensure that money allocated to schools by the Commonwealth via the States is used for the professional learning of teachers to support the implementation of the Australian Curriculum? -How is such professional learning being monitored and recorded for professional purposes? -How many individuals and groups were interviewed by the reviewers? -How many schools were visited by the reviewers during the review process? -How many submissions did the Review receive from practicing teachers? -How many teachers were interviewed during the review process? -How many professional teacher associations were interviewed during the review process? -What was the percentage of submissions to the review that were critical of the Australian Curriculum overall and called for significant changes? -How many consultation submissions from practicing teachers did the Australian Curriculum, Assessment and Reporting Authority (ACARA) receive in the consultation periods during the development of the Australian Curriculum (2009-2014)? -How much money has been expended by jurisdictions in providing professional learning to support the implementation of the Australian Curriculum?
ED0686_15	SQ14-003162	O'Neill, Deborah	written	written	Cross Portfolio	List of programs, grants and other expenditure	For Outcome 1 and Outcome 2, please provide a detailed list of all programs, grants, and other lines of expenditure. Please include a description of each program, grant or line of expenditure. Please also provide the information for each year of the forward estimates.

ED0687_15	SQ14-003163	O'Neill, Deborah	written	written	Outcome 1 - Early Childhood Education and Care	Child Care Benefit (CCB) and the Child Care Rebate (CCR)	<p>In relation to the Child Care Benefit (CCB) and the Child Care Rebate (CCR):</p> <p>-The Department's 2014-15 Portfolio Budget Statement forecast a significant increase in the uptake and expenditure of the CCB and CCR over the forward estimates compared with the 2013-14 Budget and compared the additional budget estimates update published in February. What factors and data has the department based these projected increases on?</p> <p>-Why does the projected cost of the CCB almost double over the forward estimates (PBS p 36) - increasing from \$2.36 billion in 2014-15 to \$3.72 in 2017-18 - an increase of 37 per cent - when the number of recipients does not increase at the same rate?</p> <p>-Why does projected cost of the CCR almost double over the forward estimates (PBS p 36) - increasing from \$2.2 billion in 2014-15 to \$4.3 billion in 2017-18 - an increase of 49 per cent - when the number of recipients does not increase at the same rate?</p> <p>-Do the projections take into account the extension of CCR and CCB to nannies and other types of in-home care that aren't currently covered by the CCR and CCB? If so, by how much is that forecast to increase demand? If not, has the department done any modelling on what impact that would have on demand for CCR and CCB?</p> <p>-The Department of Education's 2013-14 Annual Report shows the actual expenditure on the Child Care Benefit and Child Care Rebate was less than what was estimated in the 2013-14 and 2014-15 Budgets. What factor(s) led to this result?</p> <p>-In light of the lower-than-estimated CCR and CCB expenditure in 2013-14, has or will the Department revise its estimates over the forward estimates?</p> <p>-If so, can the department provide the Committee with revised forecasts on CCB and CCR expenditure and uptake over the forward estimates?</p>
ED0689_15	SQ14-003129	Carr, Kim	written	written	Agency - Australian Research Council (ARC)	ARC - grants program	<p>For each separately identifiable grants program, please provide (preferably in an excel spreadsheet):</p> <p>(a) The name of the program.</p> <p>(b) How much funding was allocated to the program in 2013-14.</p> <p>(c) Actual spending under the program in 2013-14.</p> <p>(d) How much funding is allocated for the program in each year of the current forward estimates period.</p> <p>(e) How much funding has been committed under the program for each year of the current forward estimates period.</p> <p>(f) How much funding for the program is subject to an existing contract for each year of the current forward estimates period.</p> <p>(g) How much funding for the program remains uncommitted for each year of the current forward estimates period.</p>
ED0690_15	SQ14-003130	Carr, Kim	written	written	Cross Portfolio	Grants program	<p>For each separately identifiable grants program managed by the Department, please provide (preferably in an excel spreadsheet):</p> <p>(a) The name of the program.</p> <p>(b) How much funding was allocated to the program in 2013-14.</p> <p>(c) Actual spending under the program in 2013-14.</p> <p>(d) How much funding is allocated for the program in each year of the current forward estimates period.</p> <p>(e) How much funding has been committed under the program for each year of the current forward estimates period.</p> <p>(f) How much funding for the program is subject to an existing contract for each year of the current forward estimates period.</p> <p>(g) How much funding for the program remains uncommitted for each year of the current forward estimates period.</p>
ED0691_15	SQ14-003131	Carr, Kim	written	written	Cross Portfolio	department's media function	Please provide an update on the external review of the department's media function.
ED0692_15	SQ14-003132	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	attrition rates for domestic commencing bachelor students	<p>Please provide attrition rates for domestic commencing bachelor students at Table A institutions for each year from 2005. Please provide this rate as both a normal calculation and adjusted calculation for:</p> <p>(a) separately for each Table A institution.</p> <p>(b) separately for each state and territory</p>

ED0693_15	SQ14-003133	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Commonwealth Grant Scheme - Commonwealth supported places	Please provide the number of applications for Commonwealth supported places processed through Tertiary Admissions Centres from 2009 to 2014 Please provide the number of offers to Commonwealth supported places processed through Tertiary Admissions Centres from 2009 to 2014
ED0694_15	SQ14-003134	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	ASDOT: Financial support for overseas-trained professionals program	Why has the ASDOT: Financial support for overseas-trained professionals program been closed for applications for 2014-15? What is the program budget for ASDOT: Financial support for overseas-trained professionals program? How many applications were received and how many were funded for each year from 2007-8 to the current financial year?
ED0695_15	SQ14-003135	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	tertiary admissions	What relationships does the Department have with the state and territory bodies that process tertiary admissions applications? Does the Department have an understanding of what trends are emerging? Are applications up or down? Professor Dewar told the Committee on 8 October, 2014, that "numbers are being affected " for mature age and part time students. Is that the Department's understanding? If so, has this happened before? Please provide details.
ED0696_15	SQ14-003136	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Commonwealth Scholarship Scheme:	Commonwealth Scholarship Scheme: (a) Can the department confirm that it will release guidelines for the proposed Commonwealth Scholarship Scheme by June 2015? (b) Can providers start developing their scholarship schemes prior to the release of the guidelines? How can providers prepare, prior to the release? (c) Will there be an approval process for each provider's scheme? How will the department ascertain that each scheme complies with the guidelines? (d) What will be the timelines here - by what date, approximately, will providers need to submit their draft schemes for approval? (e) Will that allow providers sufficient time to develop a scheme that complies with the guidelines? (f) Will details of each provider's scholarship scheme be available to student applicants prior to the closure of state-based applications for entry to higher education institutions? Isn't that date usually in August? (g) If details of each provider's scholarship scheme are not available by the time a prospective student must make an application, how will that student take scholarship availability into consideration when making his or her choice?
ED0697_15	SQ14-003137	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Pooling of Scholarship funds	Pooling of Scholarship funds: (a) Can the department explain what factors would contribute to the additional cost that you assert would accompany a pooled scholarship scheme? What would be the approximate quantum of those costs? (b) How would a pooled scheme reduce institutional autonomy in any significant sense? (c) What favourable policy outcome arises if the oldest and wealthiest universities have substantially more scholarship funds than regional or outer metropolitan universities, which at the moment cater more specifically to the needs of disadvantaged students?
ED0698_15	SQ14-003138	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	University of South Australia's Australian Centre for Child Protection	Why did the Government stop funding for the University of South Australia's Australian Centre for Child Protection?

ED0699_15	SQ14-003139	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Fee deregulation	<p>Assumptions of fee levels and doubtful debt:</p> <p>(a) In answers to various questions taken on notice at the recent Committee Inquiry, the Department has indicated that it made assumptions and predictions about likely fee levels following deregulation. Understanding that these would be average fee increases, not predictions for individual universities, please outline the assumptions you provided to the Australian Government Actuary.</p> <p>(b) QoN No. 22 (Senate Legislation Inquiry into HERRA Bill), states that "the department estimates that under the CGS and HELP, government and student contributions across all Commonwealth supported places will be roughly equal in 2016 ". Does this mean you expect the average fee increase across universities will be just enough to cover the CGS funding cuts?</p> <p>(c) Given that UWA's fee strategy has been announced, would you review your position on this question? Will UWA's announcement send a signal to the other Group of Eight universities? Do you expect that other universities will increase their fees by less than required to make up the funding cuts?</p> <p>(d) At the Inquiry hearing on 10 October Mr Warburton said that the figure of \$43.6 billion in the Budget Papers represents the estimated value of the HELP asset in 2016-17, and that this figure was based on the Government's announcements in the Budget.</p> <p>(e) Do you have estimates for subsequent years - at least to the end of the forward estimates in 2017 18?</p> <p>(f) What assumptions did you employ to estimate the HELP asset?</p> <p>(g) What proportion of the \$43.6 billion represents the debt of students and graduates who've studied under the existing system?</p> <p>(h) And how many student borrowers did you estimate would take out loans to cover deregulated fees?</p> <p>(i) How much does the average student borrow to pay deregulated fees, in this scenario?</p> <p>(j) How does that compare with the current situation? How much does the average student borrow now?</p> <p>(k) Have you made any estimates for years further into the future? What assumptions have you</p>
ED0700_15	SQ14-003140	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	International Trends in Higher education policy	<p>International Trends in Higher education policy:</p> <p>(a) The Government has made favourable comments about the United States as a model for higher education reform. Are the Government's proposed higher education reforms designed to bring Australian higher education closer to the system of the US?</p> <p>(b) Has the Government considered other alternatives? Has it considered the European Union's Bologna Process? Can the department direct the Committee to a discussion by the Government of this model?</p> <p>(c) Has the Government examined the means by which other countries are financing expansion in higher education? By what means is China financing expansion and improvement in higher education? By what means are other Asian countries - such as India, Singapore and Malaysia - financing improvement and expansion in higher education?</p>
ED0701_15	SQ14-003141	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	undergraduate enrolment pattern	<p>Assuming that the University of Western Australia's undergraduate enrolment pattern did not change between 2014 and 2016, and assuming that an amount lower than 20% is not prescribed by the Commonwealth Grant Scheme guidelines: Based on its announced fee structure, what would UWA's "eligible amount" be for the purposes of the new Commonwealth Scholarship Scheme in 2016, if the Government's higher education budget measures were to proceed unamended?</p>

ED0702_15	SQ14-003142	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Department views about TEQSA	<p>Department views about TEQSA</p> <p>(a) At the recent hearing for the Committee Inquiry into the HERRA Bill, the Department described TEQSA as a "strong regulator". You said (p.55) that quality depends on a strong regulator - would you describe TEQSA's role as crucial?</p> <p>TEQSA has reported that around 20% of its registered providers are described as moderate to high risk. In policy terms, is 20% too high a figure?</p> <p>(b) What level of risk is tolerable in the sector? What would be the view on this issue of providers in general?</p> <p>(c) What would be the consequences of providers failing financially, or providing a less than optimal study experience for students? How much would an instance of this kind have a deleterious effect on other providers?</p> <p>(d) What would be the department's ideal percentage for moderate to high risk? What would be a tolerable percentage?</p> <p>Does TEQSA have adequate resources to ensure quality and minimise levels of risk?</p>
ED0703_15	SQ14-003143	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Commercial Returns from Research consultations	<p>Boosting the Commercial Returns from Research consultations</p> <p>(a) Which area of the Department is responsible for managing the Boosting the Commercial Returns from Research consultation on behalf of the education portfolio?</p> <p>(b) Is there a secretariat for this process? If so:</p> <p>(i) In which department and division is it located?</p> <p>(ii) How many staff does it have?</p> <p>(iii) How many staff are from each of the following departments or agencies: Department of Education; Department of Industry; Department of the Prime Minister and Cabinet; Department of Finance; Treasury; the Australian Research Council; CSIRO; and other agency or department (please specify)?</p> <p>(c) How is this consultation process being coordinated among the 15 portfolios that are identified as contributing to the \$9.2 billion in Federal Government spending on science, research and innovation in the 2014-15 budget tables?</p> <p>(d) How many stakeholder consultations are being held as part of this process, and where are they being held?</p> <p>(e) How long is each consultation session?</p> <p>(f) What is the agenda for the stakeholder consultations? Within this, how much time is allocated for stakeholders to express their views?</p> <p>(g) Who was invited to attend each consultation session?</p> <p>(h) Are the consultations open to the public?</p> <p>(i) Why is there no information about consultation sessions on the Department's Boosting the Commercial Returns from Research web page?</p> <p>(j) Will there be a further round of consultations after submissions close on 28 November 2014?</p> <p>(k) What is the expected final product of the consultation process?</p> <p>(l) Please explain how the Boosting the Commercial Returns from Research consultation relates to the Cooperative Research Centres review process.</p>
ED0704_15	SQ14-003144	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	SRE Financial Data Return	<p>SRE red tape reduction</p> <p>The Department has advised universities that it will not require the submission of the SRE Financial Data Return and will not be running a staff survey to support the next round of SRE funding.</p> <p>(a) How much will this save the Department?</p> <p>(b) How much will it save universities?</p> <p>(c) The advice indicates that the department will be using 2011 staff hours and 2012 indirect costs data for 2015 allocations. How accurately do you expect these data to reflect the reality in 2015?</p> <p>(d) How will this decision affect universities that have made a substantial effort to grow their research capacity over recent years?</p> <p>(e) When will the next staff survey and financial data returns be required?</p>

ED0705_15	SQ14-003145	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	University funding to underrate research	On p. 56 of the Department's Annual Report, it says that "universities received \$5.2 billion to undertake research " in 2013 14. Please provide a breakdown of this funding between: (a) Department of Education programs, providing the level of funding per program; (b) Competitive grant funding receipts, by granting agency and, where possible, by program; and (c) Sources other than competitive grants, broken down by: (i) other Commonwealth government funding (by department or agency); (ii) State and Territory government agencies and programs (by State/Territory); (iii) industry; (iv) philanthropic funding; and (v) other community partners and end-users.
ED0706_15	SQ14-003146	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Research Training Scheme	The Research Training Scheme student load exceeded the performance indicator of 21,500 by almost 20 per cent (at 25,782) in 2013-14 (Annual Report, p. 72). (a) Please explain the reason for this. (b) Does the Department intend to modify the indicator for future years?
ED0707_15	SQ14-003147	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	3.5 Investment in Higher Education Research	HDR completions exceeded the performance indicator of 7,400 by more than 24 per cent (at 9,193) in 2013-14 (Annual Report, p. 72). a. Please explain the reason for this. b. Does the Department intend to modify the indicator for future years?
ED0708_15	SQ14-003148	Carr, Kim	written	written	Outcome 3 - Higher Education, Reform & Support	Collaborative Research Network program evaluation	Collaborative Research Network program evaluation (a) In response to QoN ED0058_15, the Department indicated that it had commenced an evaluation of the CRN program, which was expected to be complete by the end of 2014. Is that still the expected timeframe? (b) Is the department conducting this evaluation internally, or have you contracted someone to undertake it? If the evaluation is being undertaken under a contract: (i) What is the value of that contract? (ii) What is the timeframe of the contract? When did it start and when is it due to finish? (iii) Who is the contractor? (c) What kind of stakeholder consultation has taken place to date? (d) Is consultation still underway? (e) Will the evaluation report be made public? If so, when?
ED0709_15	SQ14-003113	Carr, Kim	14/11/2014	1-35-2	Outcome 3 - Higher Education, Reform & Support	Conversations with any university about the return of moneys that have been withheld	Mr Griew: To the extent those conversations have happened, there was a letter we sent out clarifying the situation, which Mr Warburton sent out, and all our answers subsequent to that would be consistent with confirming what I have just said. Senator KIM CARR: Can I have a look at the letter? Mr Griew: I am sorry? Senator KIM CARR: Can we table the letter you have sent to the universities? Mr Griew: Yes, I think we have previously. I can provide that on notice. Senator KIM CARR: If I have got one here, I can ask questions about it. If you are quoting from it-if it is in the committee's papers-

ED0710_15	SQ14-003114	Carr, Kim	14/11/2014	1-36-2	Outcome 3 - Higher Education, Reform & Support	number of students currently enrolled and paying full fees	<p>Senator KIM CARR: So of the 80,000, 35,000 are actually existing students? Mr Griew: That is my understanding, but we will confirm that on notice. Senator KIM CARR: Well, it gets to the heart of the problem. CHAIR: But will they still be studying in 2018? Senator KIM CARR: Of course they will be studying. Presumably- Mr Griew: Some of them will have finished, because they are in the pipeline. Ms Paul: We can probably take that on notice. ... Senator KIM CARR: Of the 80,000, you are saying to me that 35,000 would be students who are currently enrolled in a private provider or in an entity where they are paying fees? Mr Griew: We will have to take that on notice because there is some proportion of the students who are currently in the system who will have finished and be replaced by new students. Senator KIM CARR: But presumably by 2018 they will be replaced by other private students? Ms Paul: But then there would be the first cohort from 2016 under the new system, so I think we should probably take your precise question on notice. .. Senator KIM CARR: Can you provide it for me on the basis of subdegree and bachelor-how many of those would fit into each of those categories? Ms Paul: Okay, we will try that. We will see if we can do that. Senator KIM CARR: And have you are allowed for growth in year 12 enrolments? Ms Birmingham: Yes, that does include a small annual growth for year 12 enrolments. Senator KIM CARR: What is it? Ms Birmingham: I do not have the percentage figure here. Senator KIM CARR: Would you provide that for me, please? Ms Birmingham: Yes.</p>
ED0711_15	SQ14-003115	Carr, Kim	14/11/2014	1-37-2	Outcome 3 - Higher Education, Reform & Support	sub-bachelor places	<p>Senator KIM CARR: In regard to the sub-bachelor places, what are the assumptions that underpin the number that you have chosen? Mr Griew: Again, I think we provided this previously. We assume that existing higher education sub-bachelor places come into the system and then we make an assumption about growth. We will take it on notice; we can give you those figures. There is a percentage for growth Senator KIM CARR: Sure. And then would you do the same for the FTE places-the full-time equivalent- Mr Griew: Yes, we can do that as a factor.</p>
ED0712_15	SQ14-003116	Carr, Kim	14/11/2014	1-37-3	Outcome 3 - Higher Education, Reform & Support	number of students shifted across from fee-paying students to Commonwealth-supported students	<p>Senator KIM CARR: Thank you. I would like to know, in terms of that breakdown, how many shifted across from fee-paying students to Commonwealth-supported students, for each of the categories. Ms Paul: Sure; I understand. Senator KIM CARR: Existing sub-bachelor places, existing bachelor degree places, the number that would be currently supported by the Commonwealth, the number of students reflected on the growth of year 12 completions, and the three per cent growth annual in VET sub-degree students, because there will be a transfer there as well, won't there. Mr Griew: We made an assumption about new entrants-so, newly registered higher education courses, some of which would be provided by dual-sector providers. It would be a mistake to say that they are VET courses that simply then become funded under the system. They have to be registered as higher education courses to do so. Senator KIM CARR: Are you saying that the 80 thousand is an annual figure? Mr Griew: That is right. Ms Paul: We have given you the 2018 figure, but of course, because of the pipeline effect, it grows in the normal pipeline sort of way. Senator KIM CARR: Sure. So it should grow quite substantially beyond that, shouldn't it? Ms Paul: We have heard what you want; we will take it on notice.</p>

ED0713_15	SQ14-003117	Carr, Kim	14/11/2014	1-38-2	Outcome 3 - Higher Education, Reform & Support	Commonwealth supported places	Mr Griew: So the relevant figure is: how much does the 80 thousand grow by? The 80 thousand includes two components: one a sub-bachelor, and one a bachelor level. The bachelor market, as we have said here previously, is not growing rapidly. The sub-bachelor market has been capped for longer, and we do anticipate greater growth in the sub-bachelor market because there is more unmet need there, but that, again, is an assumption that is quite explicit, and we can provide that on notice. Ms Paul: We can set that out. Senator KIM CARR: Sure.
ED0714_15	SQ14-003118	Carr, Kim	14/11/2014	1-38-2	Outcome 3 - Higher Education, Reform & Support	Demand driven system	Ms Paul: But the point about the higher demand is that, at the minute, those places are capped, and of course they would become part of the demand-driven system, and at the moment we know that universities on the whole ask for more than we are able to give. Mr Griew: I could give you some examples of the courses. Senator KIM CARR: Thank you. You indicated at the last hearing, I thought, a three per cent growth rate. Is that still your view? Mr Griew: We will take that on notice. There are different components to the growth. You have outlined three of them.
ED0715_15	SQ14-003119	Carr, Kim	14/11/2014	1-44-2	Outcome 3 - Higher Education, Reform & Support	overseas student tuition fund	Senator KIM CARR: There is a fund associated with the board, isn't there? Ms Baly: There is the overseas student tuition fund. Senator KIM CARR: How much money is in that? Mr Mahajan: There is currently about \$11.4 million. That is at 31 October. Senator KIM CARR: What is the long-term sustainability of that fund? Ms Baly: I am not sure I understand the question. Mr Mahajan: If you could clarify, Senator, I could probably answer that. Mr Griew: We get advice annually from the board, whose job it is to make recommendations about the levies to be charged to maintain the fund. Our assessment is that the fund is in fine health. Senator KIM CARR: You have had advice from the Australian Government Actuary to that effect, have you? Mr Mahajan: Yes, we have. Senator KIM CARR: What was the nature of that advice? Ms Paul: I am not sure we are able to give that advice. Perhaps we can take that on notice. I am just not sure. Senator KIM CARR: 'The fund is in fine health.' Is that the Actuary's assessment? Mr Griew: Yes, Mr Mahajan has said so. Ms Paul: But you have asked for all the advice and, as I said, we will take that on notice.
ED0716_15	SQ14-003120	Carr, Kim	14/11/2014	1-46-2	Outcome 3 - Higher Education, Reform & Support	PRISMS system	Senator KIM CARR: Yes. Does the PRISMS system still operate? Ms Baly: Yes, it does. Senator KIM CARR: And that is run by the department? Ms Baly: Yes. Senator KIM CARR: So you will be able to provide an understanding of enrolment patterns and attrition rates? Ms Baly: Yes, we can. Senator KIM CARR: Would you be able to find out how many students stayed with a particular provider through that mechanism? Ms Baly: I think we would be able to. We would certainly take it on notice. Senator KIM CARR: Please, if you would. And the percentages of how many students would stay with a particular provider, by state and by provider. Can you provide that information? Ms Baly: That provider? Senator KIM CARR: Yes, that particular provider.

ED0717_15	SQ14-003121	Carr, Kim	14/11/2014	1-47-2	Outcome 3 - Higher Education, Reform & Support	Retention rates per provider registered on CRICOS	<p>Senator KIM CARR: Yes. So can I get a list of the retention rates per provider registered on CRICOS?</p> <p>Mr Griew: Just to be clear, you mean the number of students who complete courses that they start?</p> <p>Senator KIM CARR: Yes.</p> <p>Mr Griew: The proportion?</p> <p>Senator KIM CARR: Yes.</p> <p>Mr Griew: So it is a completion rate?</p> <p>Senator KIM CARR: Yes.</p> <p>Ms Baly: It is actually quite a big job, Senator-</p> <p>Mr Griew: Yes, we will take that on notice.</p> <p>Ms Baly: There are many, many providers of education to international students. So if you are able to narrow it down it would be an easier task.</p> <p>Senator KIM CARR: CRICOS registered students. Surely PRISMS gives you summary documents?</p> <p>Ms Paul: It will be all the universities, et cetera.</p> <p>Ms Baly: There are 70-odd higher education providers registered on CRICOS and there are many more vocational providers and these sound like they would be vocational providers.</p> <p>Senator KIM CARR: And there is no standard summary provided through the PRISMS system?</p> <p>Ms Baly: I do not think it is provided in that form.</p> <p>Ms Paul: Why don't we take it on notice-we know what you are interested in; we will certainly look at it for that particular provider if that is one of your interests?</p> <p>Senator KIM CARR: Yes.</p>
ED0718_15	SQ14-003122	Carr, Kim	14/11/2014	1-54-2	Outcome 3 - Higher Education, Reform & Support	NATSEM models	<p>Ms Paul: Well, our work was done in the context of the budget. We probably do not need to repeat the evidence; we have given the evidence here.</p> <p>Senator KIM CARR: No, we do not. So I would ask you formally to table that model, those assumptions you have made.</p> <p>Ms Paul: I am happy to take that on notice.</p> <p>Senator KIM CARR: You can take that on notice</p>
ED0719_15	SQ14-003123	Carr, Kim	14/11/2014	1-55-2	Outcome 3 - Higher Education, Reform & Support	disparity in costs and revenue	<p>Senator KIM CARR: I see. I am interested in what happens at regional providers because the RIS draws our attention to the fact that regional providers face a disparity in costs and revenue. What is the extent of that disparity? This is page 18 of the RIS.</p> <p>Mr Griew: The funding system acknowledges that there are costs that regional universities face. That is why we have a regional loading which is worth nearly \$275 million over four years, and that stays under this system. The other point the RIS makes is that, under the government's proposal and the legislation, regional universities, like others, have the opportunity to adjust their operations to maximise what they can do, as does anyone else-including accessing sub-bachelor places, partnering with other non-university providers who are able to operate in their regions because they are now able to access their funding system. To be fair, the RIS actually makes the point that there are advantages in this for regional universities.</p> <p>Senator KIM CARR: So there are great advantages. What is the disparity, though? You referred to the disparities in costs and revenue. Can you precisely describe what they are?</p> <p>Ms Borthwick: We might have to take that on notice, Senator.</p>
ED0720_15	SQ14-003189	Carr, Kim	14/11/2014	1-60-2	Outcome 3 - Higher Education, Reform & Support	HEPP Campaign	<p>Ms Paul: I thought you were talking about the reforms. This is something different. This is to do with HEPPP. There has been an EOI issued, as Mr Griew was saying. So we can go into some detail on that if you wish.</p> <p>Senator KIM CARR: I want to know how much you are spending on TV.</p> <p>Ms Paul: In this HEPPP campaign? I do not know. I will have to find out.</p> <p>Mr Griew: It is too early to say, but I cannot imagine TV would figure significantly in this.</p>

ED0721_15	SQ14-003124	Carr, Kim	14/11/2014	1-62-2	Outcome 3 - Higher Education, Reform & Support	HECS-HELP	<p>Ms Birmingham: The maximum per annum HECS-HELP benefit is \$1,761 for maths and science education, nursing and midwifery. For early childhood education, it is \$1,878.</p> <p>Senator KIM CARR: The point is that it is still a benefit of \$1,800 or \$1,700 per person. What has the department done to explain these changes to those individuals?</p> <p>Ms Borthwick: I would have to take it on notice, but I think when we put up the information around the announcement of the budget, we had questions and answers around this issue on our website.</p>
ED0722_15	SQ14-003125	Ruston, Anne	14/11/2014	1-65-2	Outcome 3 - Higher Education, Reform & Support	sub bachelor courses	<p>Senator RUSTON: Do we have any stats on the lower-SES students who are likely to be seeking this sort of pathway into university?</p> <p>Ms Borthwick: I do not think we have them here today, but we can see if we can find them.</p> <p>..</p> <p>Senator RUSTON: Are we seeing any difference in the graduation rate?</p> <p>CHAIR: It is a very socially progressive policy.</p> <p>Senator RUSTON: Yes-so, from the different methods of accessing education and pathways?</p> <p>Ms Borthwick: Again, we might have to take that on notice, but my memory is that there is a much higher success rate for students who have been through preparatory or pathway courses.</p>
ED0723_15	SQ14-003126	Carr, Kim	14/11/2014	1-66-2	Outcome 3 - Higher Education, Reform & Support	number of applications for special circumstances	<p>Senator KIM CARR: What information can you provide the committee with as to the number of applications for special circumstances that you have had in recent years?</p> <p>Ms Borthwick: I think we said-I cannot remember whether it was at the last estimates or the inquiry-that we had had in the order of 40 complaints over the last 12 months or so.</p> <p>Senator KIM CARR: Sorry-40?</p> <p>Ms Borthwick: Forty-three. Is that right? We have had 66 complaints registered, including a number-which I think is 23; Mr Johnson will correct me-which are simply reports through the media rather than direct inquiries from students, and we can give you the number of those inquiries which go to the question of loan revocation.</p> <p>Mr Johnson: If I could just clarify: you made the statement, as I understand it, as to special circumstances. I do not have those figures in front of me, but I can certainly provide them on notice.</p> <p>Senator KIM CARR: Thank you. I am particularly interested in the case where a person undertakes a course of study and the course is found out to be deregistered. Do people still have to pay their HECS or repay their loans for a course that was worthless?</p> <p>Mr Johnson: When you refer to deregistration, you are presumably-</p> <p>Senator KIM CARR: De-accredited.</p> <p>Mr Johnson: De-accredited by the regulator?</p> <p>Senator KIM CARR: Yes, by a regulator.</p> <p>Mr Johnson: Again, that is either the tertiary or the VET regulator. Again, each case would be investigated by the department on its circumstances.</p> <p>Senator KIM CARR: Have you had any examples of that?</p> <p>Mr Johnson: I cannot recall any offhand, but we will take it on notice.</p> <p>Ms Borthwick: We will take it on notice.</p>

ED0724_15	SQ14-003127	Carr, Kim	14/11/2014	1-69-2	Outcome 3 - Higher Education, Reform & Support	effect of repayments	<p>Senator KIM CARR: You did indicate before that you were concerned about people calculating the effect of repayments out to 2020. What will be the figure in 2020 for the minimum repayment floor? It is currently \$50,000. What is the equivalent.</p> <p>Mr Griew: I do not know; I will have to take that on notice.</p> <p>Senator KIM CARR: But you would be able to calculate that, wouldn't you?</p> <p>Mr Griew: It depends on a set of assumptions about, I think, average weekly earnings. I forget the exact index, but it depends on a set of assumptions about that.</p> <p>Senator KIM CARR: The government is proposing for us to reduce it, isn't it? Currently it is \$55,000 or thereabouts.</p> <p>Ms Paul: That is not what we were talking about. What Mr Griew was talking about earlier was that, whichever organisation had done that particular modelling-which I cannot remember-they had based their salary outcome on 2012 dollars. What you are talking about now is the HECS repayment threshold.</p> <p>Senator KIM CARR: That is right.</p> <p>Ms Paul: That is a different formula.</p> <p>Senator KIM CARR: But you can give me a figure for 2020, can't you?</p> <p>Ms Paul: I think we have just taken that on notice.</p>
ED0725_15	SQ14-003128	Carr, Kim	14/11/2014	1-69-2	Outcome 3 - Higher Education, Reform & Support	asset value of the HELP debt & impact on the budget	<p>Mr Griew: One of the drivers of the change from 17 per cent to 23 per cent is the demand-driven system.</p> <p>Senator KIM CARR: So you are anticipating a figure of 23 per cent based on actuarial advice?</p> <p>Mr Griew: That is right.</p> <p>Senator KIM CARR: Is there a government subsidy in that the bad debt?</p> <p>Mr Griew: That is what we expense.</p> <p>Senator KIM CARR: It is an expense, is it not?</p> <p>Mr Griew: That is part of the composition of the subprogram. I forget what it is these days because we have changed the numbering. It used to be 3.2. It is the HELP program.</p> <p>Senator KIM CARR: If the Senate does not agree to the government's changes, what is your expectation of the bad debt then?</p> <p>Mr Griew: We would have to take that on notice and we would have to speak to the actuary. I would make the point that a significant part of the increase from 17 per cent to 23 per cent is the impact of the demand-driven system, not of these changes.</p> <p>Senator KIM CARR: What is the effect on the budget? What does the movement from 17 per cent to 23 per cent do in terms of the impact on the budget?</p> <p>Mr Griew: It would be a component of what you see in the estimates.</p> <p>Senator KIM CARR: How much is that figure?</p> <p>Mr Griew: I would have to take that on notice. It would be a component of that.</p>
ED0726_15	SQ14-003185	Carr, Kim	14/11/2014	1-70-2	Outcome 3 - Higher Education, Reform & Support	HECS system	<p>Mr Griew: The nature of the HECS system is that instead of giving the money all as a grant, three-quarters to four-fifths of the money has been repaid. That is the nature of the system.</p> <p>Senator KIM CARR: What year do you think we will reach the 23 per cent number?</p> <p>Ms Birmingham: In 2017-18.</p> <p>Senator KIM CARR: Will it remain stable at that level or will it continue to grow in your estimation?</p> <p>Ms Paul: It is the actuaries estimate.</p> <p>Mr Griew: It is the actuaries estimates, and we would have to take that on notice as well.</p>
ED0727_15	SQ14-003186	Ruston, Anne	14/11/2014	1-71-2	Outcome 3 - Higher Education, Reform & Support	VET FEE Help administrative charge	<p>Senator RUSTON: What is the amount that they will be saving?</p> <p>Mr Griew: 80,000 VET students will benefit from the abolition of the VET FEE-HELP administrative charge.</p> <p>CHAIR: Wow, 80,000!</p> <p>Mr Griew: I think I would need to take on notice as to over what period that number is, but it is a significant number.</p>